

THE LIBRARY QUARTERLY

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THE LIBRARY QUARTERLY

Volume III

JANUARY 1933

Number 1

COMMUNITY STUDIES IN READING

1. READING IN THE LOWER EAST SIDE

THE colorful section of New York's Lower East Side, which ten years ago was renowned for squalid tenements, occasional geniuses, and social dynamite, is served by the Seward Park branch of the public library. The district extends south and east to the river from Houston Street on the north and Mulberry Street on the west. Today much of its intellectual energy has escaped into Brooklyn and the Bronx. The eager groups of young radicals with whom Lincoln Steffens went to school in the back rooms of the wine shops are now older and less eager and less radical. Most have moved away. The remnant live on their memories and hope for better times.

Although the district is within a five-cent fare of the cultural centers of Greater New York, and in spite of several attractive building developments, it is characterized by poverty, a falling population, the passing of its distinctive old-world tradition, and perhaps by a declining interest in substantial reading as such. It was accordingly selected by the New York Public Library as a good one to compare with more favored districts, like that served by the Fordham branch in the Bronx. By means of several such comparisons it should be possible to learn something of the nature and scope of serious reading in typical

communities, and also to define the importance of the library as one of many sources of supply.

With the wise advice and close co-operation of the public-library authorities, two of us devoted some seven weeks in the district during the summer of 1932 to the single purpose of finding methods whereby the distribution of reading matter could be studied with the greatest ease. We were after two sorts of method: first, short cuts to sales reports for newspapers, magazines, and books, together with data on the relative turnover of titles in rental libraries; and second, methods of finding, from public-library records, by whom and how much different sorts of reading matter are read. The latter is not easy. Hence a short report of progress is to say that such methods have been found and are probably not too complicated for any interested librarian to apply to his own community.

To understand the distribution of reading matter, one must be able to answer such questions as these: What proportion of the population are readers? From what sources or agencies (such as newsstands, rental libraries, home libraries, settlement libraries, bookstores, pushcarts, book clubs, reading-rooms, and public libraries) do the readers get their reading? What kinds of reading matter and what proportion of each kind does each occupational group obtain from each source?

To answer such questions with any completeness is a long hard job. But answers complete enough to be useful to the libraries may be secured from official records of the various distributing agencies. That is to say, the local chambers of commerce¹ receive daily census data based on duplicate removal notices from the gas companies. The two or three news agencies that monopolize the community can estimate the local sales of morning papers and newsstand magazines. A single supply-house can usually report the titles most demanded in local rental libraries. Bookstores must be canvassed one by one, especially the secondhand bookstores. Book clubs, unfortunately, do not classify their subscribers by districts, but the

¹ We are especially indebted to Mr. Joseph Platzker, secretary, East Side Chamber of Commerce, for cordial and indispensable assistance.

classification can be made from their mailing lists. Pamphleteering agencies, like political and commercial organizations, have figures on the distribution of each title. Such are too small to be important in the Lower East Side. Data on library distribution can, with sufficient patience, be obtained from library records. Expressions of reading interests and reports on actual reading by the community at large are obtainable through any of the political, trade, and social organizations, who can be persuaded to fill out blanks.

Granting the possibility of securing such facts, one may well ask what they are worth. There are at least four plausible answers.

In the first place, an estimate of community reading on problems of international relations, federal legislation, control of government by vested interests, justice to and from minorities, economic policies, political honesty, and the like, is perhaps the best single index of social intelligence. If the writing be sincere, competent, and multi-partisan, the more widely it is read, the better for the whole community. Its consumption by the general reader is a fair measure of social consciousness, of the desire to meet critical issues rationally, and of unwillingness to evade them. Hence the facts about community reading on current social problems teach us much about man as a social animal. They help us to find out how social he is: according to his occupation, age, schooling, race, and habitat. Such facts show what intellectually curious people are curious about. Sociologists in particular, and intelligent folk generally, should welcome such information.

Secondly, the facts show what reading is actually worth in the given community as a vehicle for ideas, and as compared with other arts of communication. One sure thing is that critical reading in some American communities is not provoked even by national disaster. The angels weep when devout public librarians foist "good reading" upon a radio-minded town.

Potentially, reading satisfies genuine intellectual curiosities better than any other art of communication: first, because ideas in writing are permanent; and second, because they can

be made so readily available. Whereas conversation with a properly informed friend supplies ideas with far greater convenience, the ideas evaporate. Motion pictures supply ideas more vividly; but the producer prescribes the ideas, the time, and the place. Museum exhibits, lectures, school courses, and other media also lack either permanence or availability, or both.

But simply to possess these advantages does not give first place to reading as a source of the community's ideas. Whether or not reading contributes *anything* to community culture, depends entirely upon the community's disposition to read. Hence, before we take adult reading too seriously, it behooves us to learn how successfully reading competes with the other arts of communication. The percentage of serious readers in its different occupational classes is a fair indication of what reading means to the community.

In the third place, and assuming that adult reading is sufficient in amount and distribution to be an important source of ideas, we need to know how library reading in the given community compares with reading obtained from other sources, if only to avoid expensive duplication. Given a picture of the total reading situation, where does library reading fit in? To answer this question is the first step toward a planned economy of public librarianship, that is, a program aimed at results of cultural value to the whole community that are not accomplished by other agencies. It matters much to any community at any time whether its tax-supported institutions serve a large or a small part of the population, to what ends such service is directed, and how effectively the same ends are served by competing private agencies. In times of economic collapse, these questions matter a great deal more, particularly to the watchdogs of the city treasury. Hence, the urge toward self-preservation, if not professional curiosity, should make them interesting. Having mastered the essential problems of administration and come to grips with the psychology of reading, librarians now confront the mysteries of sociology. The present time is ripe for a formulation of social policy, and we lack the necessary facts.

A fourth reason for collecting the facts is that the more we know about the sort of reading most acceptable to different population groups, the better able we are to select *good* reading for the library. We cannot say what reading *is* good reading until we can answer the questions "good for whom?" and "good for what?"

The Pulitzer committee decides that *The Good earth* is a good book. For whom is it a good book? Obviously for the committee and others who share its taste for the sort of English Mrs. Buck writes, who are stirred by the human fortitude depicted in the narrative, and who wish to follow the epic tragedy played in China today.

But who are thus included? Certainly not the Americans of long residence in China, who find the novel too harrowing to be endurable; certainly not the 75 per cent of our population who read no books at all; certainly not the 50 per cent of book readers who read only trivial fiction for escape from serious thinking; certainly not the scrappy readers, probably about 90 per cent of the population, who read on vital problems only what they find in the press and magazines; and certainly not the small but important group of readers who seriously study the problems of civilization that now have their storm center in China.

For the last, many other recent and authoritative books on Far Eastern politics will be of more direct value—as the *Nationalist program for China*, by C. C. Wu; *Russia and the Soviet Union in the Far East*, by V. A. Yakhontoff; *Twenty years after the Chinese Republic*, by Harold A. Van Dorn; *China speaks on the conflict between China and Japan*, by C. Meng; and *Chinese revolution*, by A. N. Holcome. Hence the library's selection of "good" reading on China, or on any other subject appealing to the general reader, must be based upon evidence concerning the reading obtained from other sources, and concerning the reading abilities, educational status, and subject interests of groups who actually use the library.

What follows is a selection from several questions on which there are tentative findings to report. Various other questions, of equal or greater importance, may be discussed when the

study is extended to neighborhoods served by other branches of the New York Public Library. If similar data are collected in other urban and rural neighborhoods, the generalizations reached will be far more useful to the public-library administrator.

1. *How many residents are readers?*—By “residents” we mean people over fifteen years of age who live in the area surrounding the Seward Park branch. We know the area of the branch registration by the actual distribution of addresses. By “readers” we mean readers of the daily morning newspapers as estimated from sales in the district. Comparing the sales per person and the number of readers of each newspaper purchased with the population over fifteen years old, we estimate 80 per cent as newspaper readers. This is considerably lower than other estimates of readers in the population at large, which range from 92 per cent to 97 per cent.

2. *How much is read from each source?*—The 80 per cent read ten metropolitan dailies, plus about six evening papers, four of which are Jewish. The latter are more given to thought-provoking articles and less to advertising than the general run of English papers.

There are some 135 newsstands in the district, selling English and foreign papers, weekly, bi-weekly, and monthly story magazines, and weekly and bi-monthly reviews. The foreign press sales are nearly half of the English. Jewish, Polish, Russian, Hungarian, and Spanish papers sell in the order named.

An astonishing fact in connection with press sales is that sales of *all* papers have decreased at virtually the same rate since January, 1932, and are still decreasing rapidly with no sign of recovery. It is a significant commentary on the radicalism of the once-radical Lower East Side that the sales of left-wing papers have fallen off at the same rate as the sales of the conservative dailies and the tabloids. Newspaper reading in settlement-house reading-rooms and in the public libraries is negligible as compared with newsstands.

Story magazines of the cheaper sorts are read by roughly half the adult readers of the district, and of course by many children.

Among the large sellers are *True story*, *Love story*, *True romances*, *Silver screen*, *Liberty*, *Detective story*, *Detective fiction*, *Saturday evening post*, *Colliers*, *McCalls*, *Ladies home journal*—all five or ten cents a copy.

There has been a perceptible decline in the sales of the sex magazines—partly due to the competition of salacious books and partly to the fact that sex magazines have not reduced their price; *Gay parisienne*, *La Patee*, *Paris nights*, *Pep stories*, *Snappy stories*, *Spicy stories*, and *Ten story* each sell for a quarter. These are obtainable only from the stands, including the ten or twelve stationery shops that sell old magazines for a very few cents, depending on how old they are.

Next in line are cheap novels, rented from stationery, drug stores, and candy shop "libraries"; bought for ten or fifteen cents secondhand from the same source, or passed around among friends, chiefly by the youth of both sexes. Typical titles are *Young desire*, *City girl*, *Loose lady*, *Virtue O.K.'d*, *Joy ride*, *Secret places*, *Make Believe bride*, and *Blonde interlude*. Such are almost the entire stock in trade of the rental libraries and the only sort of novel that competes successfully with the library novel. However, one usually finds in the rental collections a few different titles, like Bercovici's *All for a song* and Baum's *Grand Hotel*, together with a half dozen secondhand works of non-fiction. The last are either for rent or sale—but commercially as dead as the pre-Volstead sandwich, lending substance to more frothy fare but never tasted. Figures on the reading of cheap novels are extremely difficult to check, but the average turnover of the rental libraries suggests that they serve from 10 to 20 per cent of the residents who make small or no use of the public library.

Such figures mean little unless one bears in mind that the business of the legitimate bookshops in the district has fallen off about 60 per cent in the last two years and that of the rental libraries at least 25 per cent. Undoubtedly, in better times more such novels would be read. Poverty is driving the novel reader to the library for better novels.

About 10-15 per cent of the resident readers read non-fiction

or partly non-fiction weeklies, monthly magazines of discussion, commercial and political pamphlets, religious tracts, and other broadsides. Such are read to the extent that they are delivered gratis to the homes, picked up in places of business, or purchased at reduced rates. The actual sales of the *Nation* and *New Republic*, combined, probably do not exceed 400 copies in the district. While the library is perhaps more responsible for the reading of more expensive non-fiction magazines than any other agency, the number of each sex and occupation who read each magazine both in and out of the library is hard to estimate. The figure is probably less than 1 per cent of the population and less than 10 per cent of the branch registration.

Records of reading in periodicals need very much to be made by every public library. The library's present opportunities to direct social thinking probably lie more largely in the field of periodicals than of books, for a majority of the urban population. Hence the present tendency to reduce periodical subscriptions, without any trustworthy evidence of demand, may turn out to be a serious mistake.

The readers of reputable books in the Lower East Side are largely confined to the library clientele who number about 20 per cent of the residents. Excluding students, the readers of serious books on social issues are probably fewer than 1 per cent. Home libraries are extremely rare. Home visits revealed only borrowed books, except an occasional set of Hebrew scriptures in the original—inherited from a progenitor and kept in his memory. Settlement libraries are small, consist largely of gifts, and are not extensively used.

The changing bookshops in the Lower East Side should be written up about every ten years. There are now about seven stores given over to English books and journals, with perhaps ten rental libraries selling books as well as renting them, a few pushcarts, and a few newsstands that sell secondhand books occasionally. If we add another fifteen bookstores dealing in Jewish publications, it can be said of the stores collectively that they retain the unique flavor of bookstores abroad.

For one thing, they tend to specialize in a given field that the

proprietor knows intimately, e.g., atheist publications, Russian literature, religion, politics of every complexion, reputable books in foreign languages, and pseudo-scientific books on sex. Also, the proprietors know books. They impress one as good people—courageous in their determination to believe that this unhappy world will always contain readers of good books, yet wistful of the old days whenever the talk turns upon sales.

The famous shop of Maisel on Grand Street deserves a book of its own. One rarely meets an individual more competent than the proprietor to select the sort of books that everyone should read; nor does one often feel the seductive fascination of books so strongly as when poking around his shelves. Forty-five years at the same address, a warm interest in people as such, and an instinct for the well-written book in any tongue and on any theme, have produced a literary shrine of unusual richness. It feels a holy place.

The same is true in a less degree of the Jewish bookshops. Zeal has increased as sales have declined. Their business has declined because of restricted immigration and the exodus of cultivated Jewish people, formerly held to the district by their ignorance of English, lack of professional contacts with Americans, and low rents. The present trade of the shops consists in sales of religious literature to the elderly and orthodox, and of Jewish books on other subjects to the youthful members of the nationalist movement.

Another potent reminder of European book-dealers was a clean-shaven, clear-eyed German who attends a pushcart on Orchard Street. The cart contains about two hundred old novels selling for ten cents, with some thirty first-rate non-fiction titles mixed in—e.g., Muzzey's *History of the American people*. We talked about the times. He feared next winter the worst way. "The people are bewildered and frightened," he said. "They are now worse off than they know. I think it cannot be so bad in Germany. Look at those boys." He indicated two sallow-faced youths of sixteen who were turning away in disgust. They had mistaken an old etching of St. Catherine for something modern in the nude. "I have only clean things here,"

he said, "and I sometimes make two dollars a day." "But why," he asked, "don't people read about the causes when they are bewildered? Now they read only on business when they read anything but dirt."

Such people are mentioned with no intent of substituting sentiment for figures. They demonstrate the presence of thoroughly good people in the local book trades—nearly prostrate though the business is. Such people make for a qualitative influence of reading which numbers do not catch.

And so to the libraries.

3. *Who use the public library?—a contrast.*—Occupation is the central fact in the lives of most Americans. Hence in comparing populations of any sort, it is convenient to compare the proportions engaged in different kinds of work. Occupation is perhaps the best single label, because it usually implies significant differences in schooling, intelligence, and economic status, and often also implies differences in cultural status and age.

The first thousand names were drawn from the registration files of both the Seward Park and Fordham branches and then classified roughly by occupation. The results are shown in Table I. Each group includes 1,000 persons. There is a difference between the branches in respect to sex. At Fordham the women exceed the men by 11 per cent, and at Seward Park the men outnumber the women by 10 per cent. Since the wealthier women have undoubtedly more time to read, this fact may in part explain a difference in per capita circulation.

But the most striking fact in the table is the high proportion of young students (very few beyond high-school age) who constitute nearly 60 per cent of the Fordham and 40 per cent of the Seward Park branches. The figures do not include children's room registrations in either case, which might add another 30 per cent. The ratios raise many significant questions. Is the public library assuming a responsibility properly charged to the school? Does the proportion of youngsters in the clientèle restrict the library's educational influence upon adults? And what of the public revenue? Such questions invite careful attention from many points of view.

The larger proportion of skilled tradesmen at Seward Park and of housewives at Fordham suggest differences in reading demand which any library should be able to capitalize in selecting its books.

TABLE I
OCCUPATIONAL DISTRIBUTION OF 1,000 REGISTRANTS IN SEWARD
PARK AND FORDHAM BRANCHES*

OCCUPATIONS	PERCENTAGE		DIFFERENCE
	Fordham	Seward Park	
Men:			
Professional	2.9	5.6	+
Students	29.5	18.7	-
Clerks	1.8	6.4	+
Shopkeepers and salesmen	2.9	6.2	+
Skilled tradesmen	4.5	13.4	+
Unskilled labor	1.8	2.7	+
Unknown	0.8	2.1	-
Total men	44.0	55.1	.....
Women:			
Professional	5.1	3.1	-
Students	28.4	19.3	-
Clerks	5.5	10.1	+
Skilled trades	2.4	4.9	+
Unskilled (including home)	13.3	5.9	-
Unknown	1.3	1.6	+
Total women	56.0	44.9	.....
	100.0	100.0	.....

* Each group contains 1,000 registrants; hence the numbers from each branch in each occupation may be read by omitting the decimal.

4. *How uniformly and how much does the community read in library books?*—A sample of 5,578 loans shows about one-third of the card-holders reading something. Two per cent of the readers account for 10 per cent of the loans; and 6 per cent, for 21 per cent of the loans. Thereafter the ratios fall off, till we have 60 per cent of the readers accounting for only 30 per cent of the loans. In other words, this means that most of the card-holders read very little, and a few of them read very much.

The facts are shown in Table II. The curve is something like that shown in Figure 1.

5. *How much does sex and occupation affect the total amount of borrowing?*—The answer to this question is "scarcely any." The

TABLE II
DISTRIBUTION OF 5,578 LOANS ACCORDING TO NUMBER OF
LOANS TO INDIVIDUAL BORROWERS

	NUMBER OF BOOKS LOANED TO INDIVIDUAL BORROWERS																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Fiction.....	1,297	414	171	73	58	25	13	7	4	3	1	1	1	1	1	1	1
Non-fiction.....	1,150	240	74	30	13	5	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Combined (not add- ed).....	1,172	658	290	109	93	43	30	14	5	5	6	3	.....	.....	.....	.....	.....
Percentage.....	58.3	21.7	9.7	3.6	3.0	1.4	1.0	.46	.17	.17	.20	.10	.04	.04	.04	.04	.04

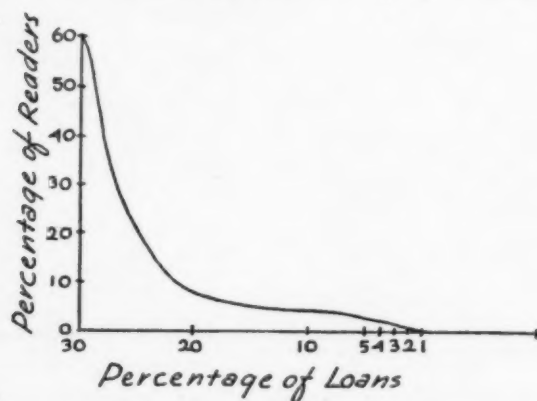


FIG. 1

facts appear in Table III, which reveals a tendency that is perhaps the most puzzling we have found, namely, the tendency for all borrowers to borrow the same amount, regardless of differences in sex and occupation. As we shall see presently, both sex and occupation have much to do with the *selection* of reading. Why have they so little to do with the amount?

With every expectation of having other and better explanations offered, one may suggest the hypothesis that the public library is regarded in the lower east side, if not elsewhere, as a sort of club. Membership confers distinction and carries a certain exclusiveness. That is to say, to become a library member one has certain adjustments to make, which, taken *en masse*, explain why so few readers use the library.

Some of the adjustments may be mentioned off hand. Others should be determined by controlled studies of readers who are

TABLE III

SHOWING PERCENTILE ANALYSIS OF 585 LOANS TO 295 BORROWERS
CLASSIFIED BY SEX AND OCCUPATION

Groups	Percentage of Loans	Percentage of Borrowers
All men	45.5	48.5
All women	54.5	51.5
Total of both sexes	100.0	100.0
Students	38.5	36.2
Office workers	26.1	23.6
Skilled trades	13.7	17.9
Professional	10.3	9.1
Unskilled	7.5	8.1
Shopkeepers (men only)	3.9	5.1
Total	100.0	100.0

not library users. To see ourselves as the non-library user sees us is our plain duty as a service organization. Among the conditions which obviously affect popular use of the library are the frequent failures to obtain a desired title at the desired time, the perplexities and consequent irritation of a large classed catalogue, the inability to smoke (which should bother some women as much as it bothers some men), lack of toilet facilities, lack of reading privacy, distance from the library to the home, time restrictions on loans, fines for books overdue, library hours that may or may not coincide with one's ability and inclination to visit the library (not to mention opportunities for leisurely reading), the strangeness of the subject headings, and the distract-

tions of the open shelves. Many other conditions, peculiar to certain libraries, could be listed at some length.

Such conditions, taken together, may discourage 80 per cent of the Lower East Side adult readers from taking out books from the library. If so, the fact would explain why a lady teaching high school reads no more than an auto mechanic, provided both are library members. Both have made their adjustments! Both belong! Both have more in common with each other than they have with other teachers or other mechanics—so far as the *amount of their book reading in libraries* is concerned, dependent, as this is, upon willingness to conform to the various conditions suggested.

If this explanation of the facts contained in Table III is valid, it may suggest various means of increasing the number of serious library patrons. We must advertise books and magazines on subjects of major concern to those groups who now use the library, however seldom. We must eliminate all the red tape we can, as perhaps we are now doing. We must study the non-library user like the unknown species he is, and supply his wants in the fields of reputable and socially helpful reading, whatever they turn out to be.

Another means of checking the effect of occupation upon amount of reading is to determine how many members of each occupational group borrow three or more books of the given sample. The distribution appears in Table IV, which merely confirms the general belief that women read more books than men and that the heavy readers of each sex are found more largely among the professional workers and the students. At Seward Park the housewives qualify as heavy (novel) readers, and likewise the women clerks. The differences in amount, however, are small. They are much smaller than differences in the *kind* of reading chosen by the various groups.

6. *How much do sex and occupation affect the selection of reading?*—The answer is "very much." Taking the crudest sort of distribution, that between fiction and non-fiction, we find from our samples the sex differences shown in Table V. This means that, whereas the men read about the same amount of each, the

women read more than four times as much fiction as non-fiction, in Seward Park if not elsewhere.

TABLE IV

DISTRIBUTION OF 304 BORROWERS OF THREE OR MORE BOOKS
ACCORDING TO OCCUPATION

Groups	No. in Group	No. of Times Three or More Books Are Borrowed	Ratio
Men:			
Professionals.....	16	24	1.5
Students.....	50	57	1.
Office workers.....	19	11	0.2
Shop and salesmen.....	15	8	0.5
Skilled trades.....	33	17	0.5
Unskilled.....	10	8	0.8
Total men.....	143	125	0.9
Women:			
Professionals.....	11	11	1
Students.....	57	60	1.05
Office workers.....	51	73	1.4
Skilled trades.....	28	8	0.28
Unskilled (home).....	14	16	1.1
Total women.....	161	168	1.04
Grand total.....	304	293	.....

TABLE V

SEX DISTRIBUTION OF FICTION AND NON-FICTION LOANS

	Fiction	Non-fiction	Total
Men:			
Number.....	137	129	266
Percentage.....	51.	48.5	100.0
Women:			
Number.....	257	62	319
Percentage.....	80.5	19.5	100.0

The effect of occupation appears slightly in the number of books relating to present social problems that are borrowed by members of different occupational groups. The sample both of

books and of readers is unfortunately too small to support generalizations. Of the 328 titles represented on the used-up book cards we examined, the 25 per cent most pertinent to the critical issues of the day were classified according to the borrowers' occupation. The loans of the selected (82) titles to each occupational group are shown in Table VI.

TABLE VI
OCCUPATIONAL DISTRIBUTION OF LOANS OF EIGHTY-TWO TITLES
CONCERNING MODERN SOCIAL PROBLEMS

	No. of Readers	No. of Loans	Loans per Reader
Men:			
I. Professional.....	11	40	3.6
II. Students.....	21	102	4.9
III. Office workers.....	8	30	3.8
IV. Shop and salesmen.....	7	21	3.0
V. Skilled trades.....	11	55	5.0
VI. Unskilled.....	2	17	8.5
Total men.....	60	265	4.4
Women:			
VII. Professional.....	5	22	7.5
VIII. Students.....	22	123	5.6
IX. Office workers.....	20	116	5.8
X. Skilled trades.....	10	28	2.8
XI. Unskilled (home).....	5	26	5.2
Total women.....	62	315	5.1
Grand total.....	122	580	4.75

The ratios are again what one might expect, even though the reading of contemporary social criticism is relatively small in amount among all groups. To follow through such fragmentary data to valid conclusions regarding the groups who read most social criticism and the sort of material each prefers, would more clearly define the extent and character of the social thinking stimulated by the public library. Of such evidence we can never have enough.

7. *What titles are most popular?*—The short answer to this

question is to list the titles for which two book cards were used up during a period of two months. That such an answer is wholly inadequate is plain from the facts that, whereas recent books are most widely read, *at least* two years are required to fill up a book card on fourteen-day loans. The only other available evidence of relative popularity, whatever that may mean, consists in the number of reserved applications for titles in use. This measure, perhaps, is even less satisfactory, since certain popular titles like mystery stories and certain works of non-fiction are sometimes exempt from such reservation, books at the binders and otherwise out of commission are included with books in active circulation in the reserves, and no one has yet devised a formula whereby to estimate the relative popularity of titles according to the ratio of the number of copies in circulation to the number of applications reserved. This concrete problem clearly invites investigation. Meanwhile we can only report the most popular of the titles two years old which were sampled. The seventeen are as follows:

- Cytron, *Avek fun Volk*
- Durant, *Story of philosophy*
- Feuchtwanger, *Ugly duchess*
- *Fitch, *Plays*
- *Hayes, *Political and social history of modern Europe*
- Kellock, *Houdini, his life story*
- Krasnov, *Kostia the Kossack*
- Lewisohn, *Last days of Shylock*
- *Maeterlinck, *Blue bird*
- O'Neill, *Dynamo*
- Porter, *Sixes and sevens*
- Priestley, *Angel pavement*
- Remarque, *The Road back*
- Rosenfeld, *Yiddishe Geshikhte*
- Wassermann, *Gold*
- Wells, *Short stories*
- Zangwill, *Children of the Ghetto*

* Required reading in the schools.

Few as they are, the titles might suggest the major interests of the Lower East Side, were it not for the fact that the Fitch, Hayes, and Maeterlinck titles are required reading in the

schools. With these exceptions Cytron, Krasnov, Lewisohn, Rosenfeld, and Zangwill express a plain racial interest. Durant and Wassermann imply a curiosity concerning world-events and social values. From all the rest we may infer a desire to escape into the various sorts of romance which the adopted country provides but which seldom exists on the Bowery. A year's accumulation of such cards, classified by occupation, would make an interesting psychoanalysis of the readers of any branch.

8. *What subjects are most interesting to residents who do not use the library?*—The data so far described invite the objection that the card-holders of the branch do not fairly represent the residents of the community. That is to say, the reading behavior of women stenographers who hold cards is not the same as that of women stenographers who do *not* hold cards, since the card-holders are probably a selected group in respect to their reading interests.

To meet this objection, it is necessary to persuade various occupational groups outside the library clientele to supply information concerning their own reading. Three check-lists were prepared for this purpose. The first contains a list of sixty topics, thirty of which are those on which three times as many articles have appeared in periodical literature during the past six months as during the past two years. The remaining thirty topics are divided between those which previous studies have shown to be highly interesting to most Americans and those which are uninteresting to most. The check-list requires the representatives of each sex-occupational group to indicate which topics are interesting to read about, which are not interesting, and which have some but not much interest. The results thus show what contemporary affairs would presumably be most read about by each group within the district if readable material on such subjects were sufficiently easy to obtain.

The second check-list contains the same sixty topics as the first, but calls for indications of *actual reading* on the topics instead of subject interest. The reader is asked to state what reading he has done in recent weeks on each topic in newspapers,

weeklies, monthlies, or books; where the reading was obtained, and how much of the reading was obtained from each source, e.g., friends, bookstores, libraries, *et al.* The returns to the second check-list clearly supply much helpful information when compared with returns to the first, since the comparisons show on what topics of most interest the given group has done little or no reading, and also suggest various conditions that account for the fact that the subject interests are not satisfied. Chief among such reasons are the scarcity, the difficulties of style and vocabulary, the inaccessibility, and the insufficient advertising of material on the preferred subjects.

The third check-list contains 235 titles of books concerning the topics appearing on the first two check-lists. The reader is asked to show which of the titles he has heard about, which he has seen, which he has read in part, which in full, and where he obtained each one he has read. The group returns to the third check-list help also to interpret the returns to the two other check-lists. In addition they show to what groups the local library branch as contrasted with local newsstands, bookstores, and other sources, supplies critical discussions of present economic, political, and social issues. How many and which groups are thus supplied depends, of course, upon how many groups use the library, what reading the library holds upon each topic, how "readable" it is, and how effectively the reading is advertised to each group.

To conclude, we may sacrifice an infinite variety of applications to a single concrete example of the public librarian's opportunity in the present years of suspense.

Reparations and war debts—these words epitomize the tragic story of the years since the Great War—years in which we have run through the gamut of emotions, from the flush of triumph and the exaltation of high resolve through the excitement of accomplishment and then the complacency of apparent success, to supreme doubt and apprehension, deepening into a moral rout of disillusion and despair.

We were so sure in 1919—we are so nervous in 1932.*

* H. W. Jervey, "Reparations and war debts," *The American scholar*, I (1932), 450.

The wealth and variety of writing that records the spiritual and intellectual adventures of all manner of men in all countries during all these vicissitudes is available for our own guidance today. It stands ready to explain what any one of us has enough curiosity to learn regarding the chances for Western civilization to survive. Such reading is as valuable an experience for any rational person as modern society has to offer.

How may the public library enable more of us to share the experience? The answer will be clear or vague in proportion to our knowledge of the kinds of people who read anything to acquire *Weltanschauung*, of what it is they read, of where they procure the reading, and of other and more acceptable reading the library might supply. It is to be hoped that both the professional need and the social obligation to secure such knowledge may encourage co-operation and widespread efforts in the directions now being explored by the branch librarians of New York City.

DOUGLAS WAPLES

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SOME IMPLICATIONS IN THE NEW PLAN
OF THE UNIVERSITY OF CHICAGO
FOR COLLEGE LIBRARIES

I

IN HIS inaugural address,¹ President Robert Maynard Hutchins said "the value of the University of Chicago to the Middle West has been in trying out ideas, in undertaking new ventures, in pioneering. . . . Its pioneering has been remarkably influential. In some cases, the experience at Chicago has shown other universities what not to do; in more, it has opened new roads to better education and set new standards for the West. That, I venture to think, is the chief function of the University of Chicago."

As further evidence of this pioneering, less than a year after these words were spoken,² the Senate of the University of Chicago, under his leadership, voted a revision of the academic structure and program of the institution. The New Plan that was adopted, although largely due to President Hutchins' vision and courage, marked the culmination of several years of study by various faculty groups. It meant fundamental changes in three major phases of the University's activities: research, administration, and education. This article centers in one phase of the last mentioned—education; and particularly in general education at the junior college level.

To comprehend what the New Plan means in terms of the college library presupposes an understanding of certain phases of the reorganization. This reorganization abolished the Graduate Schools, the old senior college and the junior college, and in place thereof established the College; four divisions in arts, literature, and sciences; and the professional schools.

The College, while it corresponds somewhat to the junior college, is essentially something new in purpose and method.

¹ November 19, 1929.

² October 22, 1930.

It was organized as an independent unit to experiment in general higher education. It becomes therefore an experimental unit in general higher education, just as the Laboratory Schools of the University are experimental units in elementary and secondary education. It is designed to give the student a wide acquaintance with the basic fields of knowledge, and an understanding of significant relationships between these fields, before he seeks to specialize either in a professional school or in one of the great cultural or scientific fields. Breadth and variety of training are contemplated to stimulate and develop varied intellectual interests and to give a breadth of understanding, partly for its own sake, and partly as a basis for the formation of some definite purpose for advanced study. All further references in this paper to the College are to the provisions for a general education—which normally would require two years. This College grants no degrees, but gives a certificate to persons who on the basis of a comprehensive examination show evidence of having attained a general education and sufficient specific preparation for advanced study in a special field.

The four divisions—Humanities, Biological Sciences, Physical Sciences, and Social Sciences—take over the advanced work at what is generally thought of as senior college and graduate levels, grouping the various related departments for administrative purposes, as well as for opening the way for experiments in higher education and co-operative research. The function of the divisions is essentially advanced and specialized study and research as distinguished from general education. All degrees—Bachelor's, Master's and Doctor's—are conferred by these upper divisions and the professional schools.

The central features of the New Plan, in so far as it concerns the College, are (1) to redefine the purpose or the objectives of a general higher education; (2) to re-evaluate and re-create the content of the curriculum and remold methods of teaching so as to attain those objectives; and (3) to measure their realization, not by course credits and course grades, but on the basis of more valid criteria of a general education, when such can be formulated in terms of comprehensive examinations.

II

Since the competent college library is and always should be primarily a means and not an end, our starting point in discussing library requirements is to begin with the object of the College. The objective of the work at this junior college level, as defined by President Hutchins and the College Curriculum Committee under the chairmanship of Chauncey S. Boucher, dean of the new College, is a balance between breadth and depth of educational experience. Definite attainments have been tentatively outlined. The first of these is the acquisition "of the minimum essentials of factual information and an introduction to the methods of thought and work in each of four fields—the Biological Sciences, the Humanities, the Physical Sciences, and the Social Sciences—such as may be expected of a student who has pursued through an academic year a general course at the junior-college level in each of the four fields."

As an aid in meeting this requirement, a general survey course extending throughout the academic year is offered in each of these four fields. These survey courses are designed to give the student contact with the finest achievements in science, art, and literature. For each of these courses, a syllabus has been prepared that attempts to incorporate the best teaching experience of the University of Chicago and elsewhere. These courses are presented in large-group lectures by able teachers, and these are supplemented by small group discussion periods, laboratory work, and individual consultations—the lecturers and advisers having consultation rooms in the College Reserve Reading Rooms. Although students are not required to take each of these general courses, they are required to pass a comprehensive examination on the content of each of them.

The second essential in the educational attainment in the College is designed to further general education, but it seeks to achieve "depth of penetration" as a basis for advanced divisional work. The goal is "such mastery of the subject matter, techniques, skills, habits of thought, and methods of work in any two of the four fields as may be expected of a student who has pursued through an academic year, in each of two of the

four fields, a second-year general course in a subject or an approved combination of subjects within the general field."

As an aid in the attainment of this training, there are offered in each of the four fields a second-year general course or a variety of subject sequences of courses throughout a year, or both. For each of these courses a syllabus with appropriate bibliographical material is provided.

The third essential is English composition. The achievement that is required is that the student must be able to express himself with clarity and accuracy in written English. Placement tests in English composition are given at the beginning of the Autumn term, during Freshman Week, to determine whether additional training is necessary, and, if so, the nature of such training.

The fourth essential is "(a) the mastery of a foreign language at the level of attainment expected of a student who offers two acceptable units in a foreign language; and (b) a mastery of mathematics at the level of attainment expected of a student who offers two acceptable entrance units in mathematics."

III

To get an understanding of the place of books in this new educational scheme, let us look at some of the courses more closely. The four general courses that are designed to give breadth of educational experience offer instructive contrasts. The introductory course in the Biological Sciences represents nine years of experimentation at the University of Chicago. For a period of eight years before the New Plan was adopted, ten of the University's departments gave a general survey course dealing with the nature of the world and of man. This co-operative effort under the leadership of Merle C. Coulter and twelve of his colleagues representing Anthropology, Bacteriology, Botany, Paleontology, Pathology, Physiology, Psychology, Surgery, and Zoölogy has culminated in a syllabus, which is a typical exhibit of the way in which the faculty of the University of Chicago have striven to bring unity and breadth into the new curriculum. The dominating objectives of this course are three-

fold: (1) to cultivate the scientific attitude of mind in students; (2) to impart such practical biological information as a modern citizen and prospective parent should possess in order to live successfully; and (3) to awaken an interest in the machinery of the organic world and in the large concepts that have proved so useful in the development of biology.

The book apparatus employed in the presentation of this course consists of: first, a syllabus of 367 pages; second, the four-volume edition of *The Science of life* by Wells, Huxley, and Wells.³ These two items constitute the indispensable reading material that students are expected to buy. Third, in addition to these indispensable readings, there is a rental set of 6 titles, provided by the Rental Library of the University of Chicago Bookstore. This Rental Library maintains 400 sets which rent at a rate of \$6.00 for the academic year. Fourth, the College Library provides 96 titles of optional readings. For many of these, only 1 copy is provided on open shelves in a separate reading room adjoining the office of the director and the advisers in the course. For the most interesting titles, however, as many as 15 copies are provided; e.g., H. H. Newman's *Nature of the world and of man*⁴ and Logan Clendenning's *Human body*.⁵

The Introductory General Course in the Physical Sciences is designed to cover the essential principles, theories, and hypotheses of the physical sciences. Descriptive and historical material are introduced only in so far as they strikingly illustrate fundamental ideas. In these sciences, well-planned experiments are made possible by combining the resources of the University's laboratories and geological museum with those of the Adler Planetarium and the Rosenwald Museum of Science and Industry. The book apparatus for the course consists of a 263-page syllabus prepared by Harvey B. Lemon and Herman I. Schlesinger in co-operation with ten of their colleagues representing Astronomy, Chemistry, Geography, Geology, Mathe-

³ H. G. Wells, J. S. Huxley, and G. P. Wells, *The Science of life* (Garden City, N.Y., 1931).

⁴ H. H. Newman, *Nature of the world and of man* (Chicago, 1926).

⁵ Logan Clendenning, *Human body* (New York, 1931).

matics, and Physics. The second body of indispensable reading consists of 9 titles provided in rental sets. Of these, the University Bookstore maintains 300 sets which rent at \$9.00 per set for the academic year. The College Library supplements this required reading with only 9 titles for optional reading. These deal with historical, biographical, and descriptive matter.

The rôle of books and libraries becomes one of major importance in the other two introductory general courses—the Humanities and the Social Sciences. As a preface to the Humanities, let us examine their purpose as conceived by their champion in the Introductory General Course—Ferdinand Schevill.

The humanities have been with us and are with us today for no other reason than that they proclaim that man, besides being a rational, is also an emotional and imaginative animal, and that what he has dreamed and written and shaped from the beginning in virtue of his subtly compounded powers of body, mind, and heart is a priceless portion of our heritage. By the same token it is also the substance of our future promise. Scientific method—all honor to it!—has endowed us with the knowledge and power which are the boast of our contemporary civilization, but the humanities have given us and must continue to give us the world of personal values, without which we are doomed to become the slaves of our increasingly efficient machines.

The Humanities course is not a history of civilization nor even the intellectual history of mankind. It makes its departure with the reigning values that have sprung from religion, philosophy, literature, and the arts. These are traced to their Mediterranean origins. The student is given personal contact with selected masterpieces which are conceived of as the true monuments of spiritual culture. To enable the student to comprehend and enjoy these in terms of the human setting that gave them birth and meaning, much historical and critical reading is required. The crucial test of this course as formulated by Mr. Schevill is that

our proposed scouring of the past will be pointless if we cannot bring it home to our young people that the effort they are invited to put forth has relevance to their life here on American soil at the present moment. . . . We are so imbued with the importance of this consideration that we do not hesitate to declare that our course should be continued or dropped according to its success in this critical respect. . . . We shall for our part attempt to make it

clear that a great thought or poem or statue is great by virtue of being reborn in the living mind, and that only in measure as individuals experience this miraculous rebirth are they able to supplement the obligations and pleasures of their physical and social existence with the blessings which it is the peculiar province of the spirit to confer.

The book apparatus for this ambitious enterprise consists of a 375-page syllabus—again the product of interdepartmental co-operation—the required texts—Breasted and Robinson's *History of Europe ancient and medieval* and Schevill's *History of Europe*⁶—and 238 titles in the College Library. These are of two sorts—optional readings on open shelves and indispensable readings for which definite provisions have been made. Here, for 47 titles from 40 to 100 copies per title have been provided.

The Introductory General Course in the Social Sciences represents an integration of economics, sociology, and political science. The organizing principle of the course is the impact of the industrial revolution upon our economic, social, and political institutions.

The book apparatus for the course consists first, of a 525-page syllabus, again the product of co-operation; second, a rental set of 10 titles of whole volume readings, of which the University of Chicago Bookstore maintains 400 sets that rent at \$7.50 for the academic year; and third, 193 titles in the College Reading Rooms. Here, again, optional readings are on open shelves, but the required or indispensable readings are in a stack room behind the reserve counter. In the case of 20 titles, 75 copies are at hand for each title, and for 16 titles, 10 copies per title are provided.

So much for the four introductory general survey courses. These are followed by sequence courses. In the Social Sciences, there is a second-year course that extends throughout the academic year. In the introductory course, contemporary society is compared and contrasted with the social order that preceded the industrial revolution to trace the transformation that has

⁶ James Henry Breasted and James Harvey Robinson, *History of Europe ancient and medieval* (Boston, 1929); Ferdinand Schevill, *History of Europe from the reformation to the present day* (new ed.; New York, 1930).

taken place as a basis for understanding the major social problems of our day. In the second year's work, three approaches are made to these problems: a study of urbanization, functions and organization of the national governments, and economic interdependence. These approaches again represent an integration of the points of view of the sociologist, political scientist, and economist, respectively.

Book apparatus for this sequence is organized along lines similar to those provided for the Introductory General Course in the Social Sciences: there is a 285-page syllabus; a rental set of 7 titles of which the University Bookstore provides 150 sets that rent at \$7.50 for the school year; and 227 titles in the College Library. Of these, 205 titles intended for optional readings are on open shelves, but the indispensable readings are again on reserve. In the case of 18 titles, 25 copies of each are provided; for 3 titles, 50 copies per title; and in 2 instances, 70 copies are at hand. Thirty-three of the optional titles are in German or French and represent the best that scholarship has produced in those languages that can be brought to bear upon this general course.

Two other sequence courses appear in the College Division in the Social Sciences: History of the United States and an Introductory Course in Geography. For the former, three syllabi—one for each quarter of the regular academic year, and three rental sets of 9, 16, and 11 titles respectively for the three quarters—are provided at a rate of \$3.00 per quarter. For the work of the Autumn Quarter, the Rental Library maintains 125 sets and for each of the other quarters, 100 sets are on hand. In addition, from 3 to 20 copies of each of 29 additional titles are provided in the College Reserve. For the Introductory Geography Course, two syllabi are available, and although a basic text adds to the frame of reference for the course, the Libraries provide 42 titles.

The book apparatus for the second-year sequence courses in the Physical Sciences consists primarily of syllabi and basic texts for each subject. The work naturally centers in the laboratory. The Libraries are called upon to provide 10 titles in

Astronomy, 36 in Chemistry, 2 in Geology, 23 in Mathematics, and 8 in Physics.

In the Biological Sciences, the book requirements in the second-year sequences, in which Botany, Zoölogy, and Physiology are integrated, as far as the Libraries are concerned, are nominal and relate chiefly to 47 titles of optional readings: Botany, 7; Physiology, 31; Zoölogy, 9. The work is again organized around syllabi and basic texts for each course, but centers in the laboratory.

A complete enumeration of the book requirements for all of the sequence courses in the Humanities is not necessary. Two instances will suffice. For the introduction to philosophy, a comprehensive syllabus for the year-course is available. This is supplemented by a rental set of 7 titles, and the libraries provide an additional 245 titles chiefly for optional reading. In the Introduction to Art, three syllabi for the three quarters are available which are supplemented by 98 titles in the College Library.

One other special library adventure in the Modern Languages is worthy of attention. It teaches us that college library resources and methods must be adapted to teaching methods and needs in a given field. To get an appreciation of just what this means, one should study Robert D. Cole's new book on *Modern languages and their teaching*.⁷ In the teaching of the Modern Languages, the principal aim has become ability to read; and methods have been perfected, by cautious experimentation, for the attainment of this goal. In his thorough survey of the teaching of Modern Languages in the United States and Canada, Mr. Cole concludes that the outstanding experiments with reading courses have been directed by Otto F. Bond of the University of Chicago. In 1924 Mr. Bond started to experiment with a departmental reading collection adjacent to his office. In that year, his first-year students read on the average 1,184 pages; in 1925, 1,581 pages; in 1926, 1,739 pages; and by 1927, 2,215 pages. Since then, Mr. Bond has discovered that if he and his staff give students every assistance that is available, a satura-

⁷ New York, 1931.

tion point in reading is reached in an average reading of 3,000 pages per student in the first year's work in Modern Languages.

In the departmental reading collection, the object has been to provide varied material, well distributed; to make the books easily obtainable and returnable with generous withdrawal privileges; and to give the students personal contact with the books so that they can find those of interest to them. To stimulate interest, new arrivals for the shelves have been taken into the classroom and "introduced" with a brief statement as to author, value, and special appeal. Mr. Bond finds that about 1,000 titles for each of the foreign modern languages constitute an ideal workshop. Smaller colleges could perhaps achieve their goals with one-half that number. Ten per cent of such a collection would consist of general works—histories of literature, art, and music, a score of dictionaries, and useful atlases.

It is instructive to witness this reading process. The books are on open shelves in a medium-sized room in which an attendant has a desk; and there are two library tables, one of which is equipped with audition instruments. Along one side of the room are the offices of the instructors. As Mr. Bond has pointed out, there is hardly an hour during the school year when one or more students are not poring over the collection in the outer office. The staff is asked numberless questions, listens to criticisms, and indulges in arguments pertaining to men, movements, science, and art in the foreign nations represented. It is asked to suggest student books for private purchases and vacation reading, booksellers, editions and binding, and to outline private collections. "And through this personal service, the staff has not infrequently glimpsed for the first time the real personality of the student who had hitherto been a 'problem' case in his language studies."

IV

So much for the book requirements as a part of the New Plan in so far as it concerns the College. Several facts regarding these books are significant.

The first significant characteristic of this collection is its

"newness." Grouping the books by imprint dates, one out of five was published within the last two years; one out of three was published within the last three years; 45.4 per cent within the last four years; 53.1 per cent within the last five years; and 78.7 per cent within the last decade. Only 15 per cent of these books were published before 1920. The modal year of publication was 1930. If discussion here were limited to indispensable titles, recency of publication would be even more conspicuous. Thus, for instance, 27 out of the 69 indispensable titles in the two general courses in the Social Sciences were issued since the beginning of 1931.

The second characteristic of this College collection is that it is a precise one. Among the indispensable titles, each title is chosen for a specific purpose. The number of titles which are significant in that they constitute the indispensable readings, is amazingly small. Thus, in the four introductory general courses, they total only 99: Biological Sciences, 8 in 11 volumes; Humanities, 42; Physical Sciences, 10; and Social Sciences, 39. The second-year course in the Social Sciences includes only twenty-eight indispensable titles. In the subject sequences in the second year courses in the Biological Sciences and Physical Sciences, intensive laboratory work and the use of a few basic texts and syllabi take the place of extensive reading. The subject sequence courses in the Humanities call for the use of a larger number of indispensable titles. Contact with masterpieces in art, literature, music, philosophy, and history is otherwise not obtainable.

Third, while the content of this new collection—as represented by the indispensable titles—is a precise one and has emerged out of clearly conceived objectives, nevertheless the collection is balanced by the carefully selected optional titles. They are designed to enrich the curriculum: (1) by showing which scholars have won recognition in the various fields, and their point of emphasis; (2) by filling gaps that may exist in the indispensable readings in a given course or between courses; and (3) by affording the necessary opportunity for individualization of the curriculum through reading.

Fourth, while the number of indispensable titles is comparatively small under the new plan, the task of making these titles available to all of the students, so as to have a basis for common "examinability" in view of the comprehensive examinations, requires that multiple copies be provided on a scale formerly unheard of in most colleges. This is no small undertaking. The outlay for books, exclusive of newspapers and periodicals, for courses in the College under the New Plan, is approximately as given in Table I.

TABLE I

	College Reserve Provided by the Libraries	Rental Library	Total
Biological Sciences.....	\$ 1,692	\$ 5,882	\$ 7,574
Humanities.....	7,567	3,606	11,173
Physical Sciences.....	1,578	6,000	7,578
Social Sciences.....	5,418	7,824	13,242
	\$16,255	\$23,312	\$39,567

But the end is not yet. Many duplicate copies of important titles among the indispensable readings in the College Reserve must be obtained before the end of this year, if student morale is to be kept at a high level, and if that collection is to be competent. In like manner, the Rental Library must be expanded to meet its obligations during the second and third quarters of this year. The above collection might be regarded as the minimum of book apparatus for work at the junior college level in a situation in which the students number approximately 1,500.

V

What then are the implications for college libraries at the junior college level in the New Plan?

The first is that *the New Plan came first*, and it specified that the improvement of general higher education was to be the goal of the new College.

Second, the curriculum and teaching methods were and are being remolded so as to achieve this goal in terms of measurable

educational attainment, rather than in terms of course credits and grades.

Third, in this new curriculum and as a part of the teaching method and content, books hold a position of major importance. But not just books, not even titles in a standard list, are called for. As was just pointed out, quality of titles, and specific titles for a specific purpose, is what counts. Once a college abolishes course credits and grades as a basis for granting a degree and tries to set up genuine and tested educational attainments as the prerequisite, the great problem becomes: How can the best that the human spirit has achieved be made available to the student?

In fact, books play such a large and clearly defined rôle in the College under the New Plan that the superior student, who follows the well conceived syllabi in his reading and study, can attain a goodly portion of his general education without attending classes. Thus, books and reading come into their own, and perhaps we shall realize the ideal that Carlyle projected in one of his searching passages:

If we think of it, all that a university or final highest school can do for us, is still but what the first school began doing, teach us to read. We learn to *read*, in various languages, in various sciences; we learn the alphabet and letters of all manner of books. But the place where we are to get knowledge, even theoretic knowledge, is the books themselves! It depends on what we read after all manner of professors have done their best for us. The true university of these days is a collection of books.

Fourth, the reading requirement is not merely a specific one, but it is a large one. Were it not for the printed specifications as to what to read, when and how, and were it not for the expert counsel at hand in each of the reading rooms to direct and interpret reading requirements, we might wonder if the reading requirement would not break down under its own weight. But, the increase of the average reading from 500 pages to 3,000 pages under Mr. Bond's skilful direction in the first year's work in the Modern Languages gives irrefutable proof of what can be done. If this can be achieved when a prerequisite to it is the mastery of a new tongue, what cannot be achieved in art, litera-

ture, or the sciences in our own language, if students are taught how to read efficiently and if their reading is directed until they mature, so that they are capable of self-directed study! Alarmists predicted that the New Plan could not succeed because students would not read sufficiently at the junior college level. But last year's experience seems to indicate that these doubters did not appreciate fully the reading capacities of Freshmen. Despite the fact that there are syllabi, required texts, and rental sets with extensive indispensable readings, circulation statistics,⁸ as compiled by J. C. Anderson and Marjorie Groves, who are in charge of the College Reserve Collection, for books both indispensable and optional to the four first-year general courses, totaled 66,331 last year. Of this recorded circulation over the College Reserve counter, 3,084 represent the withdrawal of optional readings from the College Library and 63,247 were indispensable readings. These statistics do not include the unrecorded use of optional reading books on open shelves in the College Reserve Reading Rooms. Students are required to sign for these only if they wish to withdraw them from the reading rooms.

This year, the experience of those who have handled those second-year students, who came in under the New Plan last year, is that they have never had such well-informed, widely read, mature, and critical students before. Circulation statistics for the four first-year general courses and the second-year sequence in the Social Sciences totaled 15,538 for October, 1932, alone. Moreover, from the very day school opened this year, our great problem in the College Reserve Reading Rooms has been how to get enough duplicate copies of the indispensable readings to meet the students' demands.

Fifth, this fact stands out boldly, that, if one had a generous sum with which to build up an effective college collection, one would start not with any standard list of books but with the specific titles that an intelligent faculty would feel it needed to achieve its educational objectives. Then, one would decide to

⁸ Circulation periods for the indispensable readings were from 8 A.M. to 1 P.M., from 1 P.M. to 5 P.M., and from 5 P.M. to 9 A.M. Optional readings could be withdrawn for a two-day period.

what extent duplicate copies of the more important titles should be provided, for under the New Plan at the junior college level multiple copies of the indispensable titles are of greater importance than multiplicity of titles. It is a vexing question to determine how many copies are needed. Our experience under the New Plan shows that no simple rule of 1 copy per 10 students can be applied. In its rental sets, the University of Chicago Bookstore provides 1 set for every 2 students. In the College Reserve Collection, an attempt has been made to find out how many duplicate copies are needed by keeping daily circulation statistics by titles. On the basis of these, it is clear that careful study is required to determine the demand for each title. In such a study, the instructors and librarians must work hand in hand to determine at least six factors:

1. The number of students to be given access to a given title;
2. The time span within which a required assignment should be covered by the class;
3. The nature of the material, i.e., how many pages can the average student master per hour of study;
4. The average length of time required for completing requirements;
5. The students' interest in the title; and
6. The instructor's emphasis upon it.

Sixth, the size and cost of the reading requirement raises a further question, namely, What place should a rental library have in meeting the College book requirement? Since it is a business venture and since its permanent success (unless it be endowed) depends upon rigid cost accounting, it logically should be divorced from the general library service. In theory, we would say it is a makeshift and that an institution with sufficient space and resources should plan to meet the students' needs upon a free basis. The important point is that the student should have full access to materials of aid. This, as was pointed out above, if allowance is made for newspapers and periodicals, calls for an outlay of \$30.00 per student on the junior college level. But this can only be regarded as an initial outlay. The financial implications in the facts presented above, showing the "newness" of the College collection, must be faced squarely by administrators. If 1930 is the modal publication year of books

effective in 1932 and if 53.1 per cent of an effective College collection must be published within the last half decade in which they are being used, do these facts not mean that, if the College collection and its interpreters are to remain alive, 10 per cent of the books must be replaced by new titles and revised editions each year to retire 10 per cent that are either obsolete or have only historical value?

Finally, the importance of having expert counselors on the spot in the reading rooms to interpret materials and to guide the student until he becomes capable of self-directed study cannot be overemphasized. It is an indispensable part of the New Plan. Experience may show that it is the best way to start and further the real educational process in the individual. This has a bearing upon the qualities of the College librarian. Ideally, he should be a professor of books, who could inspire and direct reading because he knows the inside of books and the methods by which they can be opened and be made fascinating to youth.

The point of view of Dr. M. Llewellyn Raney, the director of the University of Chicago Libraries, is that the librarian of the College Library under the New Plan at Chicago consists at this moment of the multi-headed staff of directors and counselors of the new courses that are offered. They are the interpreters and guides "on the spot" to what the authors in the College collection have to say, and it is they who decide which authors may enter that collection. If a single person could be found who would merit the title Professor of Books, he would have to be a rare person, so resourceful in his familiarity with what the greatest spirits of mankind have put between the covers of books that he could point the way to and unify the efforts of our present multi-headed staff of professors and counselors in charge of the new College collection. Only in so far as a professor of books could meet this critical test could he expect to win and hold the respect of the scholars whose comrade he should be and could he merit faculty status and become an inspiration to the student in his great educational adventure under the New Plan of the University of Chicago.

AUGUSTUS FREDERICK KUHLMAN

UNIVERSITY OF CHICAGO LIBRARIES





THE LIBRARY IN THE COLLEGE RESIDENCE HALLS FOR MEN

THE DORMITORY LIBRARY: AN EXPERIMENT IN STIMULATING READING¹

WITH the beginning of the school year 1931-32 the University of Chicago opened its newest residential unit, the College Residence Halls for Men. Located off the main campus, the halls signalized a new geographical development on the part of the University. Yet not in location alone was the new development significant, for in general appointments, facilities for student comfort, and architectural adequacy the University had set new standards in erecting living quarters for its students. Recreational facilities in the form of a large playing field, half a dozen tennis courts, billiard and card tables, two well-equipped lounging rooms, and libraries were liberally provided. Quite obviously, the new halls were not conceived simply as means to provide housing facilities, but, in a much more important sense, to contribute to the physical, emotional, and intellectual development of the students residing within them.

THE LIBRARY IN THE COLLEGE RESIDENCE HALLS

The study here reported is based upon one aspect only of student life within the residence halls; namely, reading. The reading facilities provided consisted of two library rooms, one at either end of the building; however, for the first year only one was placed in operation. The rooms are large, well lighted, and comfortably furnished, having a fireplace, a long table, straight and overstuffed chairs, lounges, numerous floor and table lamps, ash-trays, and similar effects. Open shelving, capable of holding about two thousand volumes, was built in each room. On the physical side, at least, the rooms may be said to satisfy conditions necessary to reading and study.

¹ This report was prepared at the request of the University of Chicago Survey staff. It appears in somewhat different form as a chapter in Volume X, *Some university student problems*, of the forthcoming survey to be published by the University of Chicago Press.

But perhaps even more important than satisfactory physical surroundings is the provision of books sufficiently attractive to invite the attention of potential readers. In order to make clear the policy determining book selection for the dormitory library, it is necessary to refer briefly to the University's new educational plan, which has been described in considerable detail in educational literature. For present purposes we need only state that the new college curriculum, placed in operation in 1931-32, was based upon the content of four general survey courses, representing scholarship in the humanities, and in the social, physical, and biological sciences. Each course had its own syllabus, supplemented by a bibliography of sources to which students might refer in connection with the general lectures.

The bibliographies in the syllabi were considered highly important features in the new curriculum. Wide reading in many sources was expected to replace the conventional "lessons" based on one or two texts. The application of this principle may be seen in the organization of the four general courses. Thus the Humanities Course used three basic texts. The students taking the Social Science Course were required to purchase two books and to rent a set of thirteen more. The Biological Science Course required its students to purchase the four-volume Wells-Huxley *Science of life*, and to rent a set of seven titles; and the Physical Science Course was largely based on laboratory work plus intensive study in a rental set of eight books. For all four general courses the University Library provided a large number of supplementary titles, both for required and optional use.

It is evident, then, that the University expected to make available for freshmen a considerable number of library books. Separate quarters for such a collection were established, and were known as the College Library. Except for several of the more general reference works, the collection consisted entirely of two classes of books. The first included the indispensable titles, reading matter to which the students were specifically directed for material to supplement, vivify, or illustrate the content of the general lectures. Books in this group were supplied in liberal quantities, as many as one hundred copies of a

single title being supplied in some instances. Such books were placed on reserve, and could be withdrawn only upon request at the circulation desk. The second class included the optional readings. These were the titles mentioned in the syllabi as desirable, but not labeled "required reading." Copies of all such titles were placed on open shelves in the College Library and were allowed to circulate somewhat more liberally than were the reserved books.

As a major policy of the library in the College Residence Halls, it was decided to supply all titles needed in connection with the four general courses, since the residence halls were intended primarily for Junior College students.² This involved considerable duplication, but not so much as might appear, for the College Library was thus relieved of the necessity of supplying as many copies of certain titles as originally intended. The books for required reading were placed on reserve in a separate room adjoining the dormitory library, and were issued upon application by the library attendant. The optional reading matter was placed on the open shelves in the library itself, and was freely circulated to the dormitory residents.

In addition to the books made available for course work, books were supplied for reading entirely independent of course requirements. Relatively recent publications by reputable authors formed a large part of this collection, although it would be inaccurate to infer that recency was the only, or even the principal, criterion determining book selection. On the other hand, titles generally accepted as standard literature but read only rarely were not included. As far as possible the criteria of easy accessibility, interesting style and subject matter, and attractive physical appearance were observed in selecting the books for the leisure or independent reading of the dormitory residents. In order to present an attractive physical appearance, for example, the books were not labeled, or numbered on the backbone, or otherwise given the marks of institutionalism.

² It so happened, however, that during the first year, the number of first-year students applying for rooms was considerably below the capacity of the halls, and upper-classmen and graduate students were invited to take residence.

The only external mark of identification was the phrase "The University of Chicago Libraries," stamped in small gold letters at the bottom of the cover. Otherwise the books were as clean as bookstore copies. The total number of volumes in the library including reference works, required and optional reading in connection with the general courses, and the books for reading independent of course work was 1,390. The books were distributed as shown in Table I.³

TABLE I
DISTRIBUTION OF BOOKS IN DORMITORY LIBRARY

	Number of Titles	Number of Volumes (Including Duplicates)
Reference.....	18	46
Humanities General Course.....	212	437
Social Science General Course.....	145	224
Biological Science General Course.....	75	113
Physical Science General Course.....	10	44
Books for independent reading.....	522	526
Total.....	982	1,390

The books were not classified. They were arranged on the shelves in several large and general groups: reference books; the optional readings of the four general courses, each course represented in its own section; poetry; drama; fiction; and general non-fiction. Within each group the books were shelved alphabetically by author.

The administration of the dormitory library and the responsibility for its policies were assumed by the Graduate Library School. Since the School was interested not merely in making worthy reading material available but even more in learning something about reading habits, motives, incentives—in short, about reading behavior—it was necessary to administer the library in such a way as to maintain as full records as possible

³ It will be noted that the figures given in Table I vary somewhat from those given in F. A. Kuhlman's article, "Some implications in the New Plan of the University of Chicago for college libraries." This is because Kuhlman's figures cover the year 1932-33 instead of 1931-32, the year upon which the present analysis is based.

without irritating or interfering with the readers. Two records were kept: a book record and a reader record. The book record was similar to the record maintained by the University Library, and consisted of a file of titles in circulation. Daily circulation statistics were also kept. The reader record was something of an innovation. It consisted of a card for each student upon which the titles withdrawn by any student were at once written. Thus it was possible at the end of the year to know how many books had been circulated, and how many and which titles had been withdrawn by each resident. The records thus kept formed the basis for the comparisons in the reading of the several groups studied in this report.

Once the library was organized, there were no serious administrative problems to contend with. The room was open from 7:00 A.M. until 10:30 P.M., and books could be withdrawn at any time. A self-charging system, whereby the students signed the book-cards and left them in a box, precluded the necessity of having an attendant on duty except for a few hours in the morning, afternoon, and evening. The attendant's duties included issuing reserve books, discharging and shelving the books returned, maintaining the circulation and reading statistics, and similar routine procedures.

Before analyzing the data obtained, certain qualifications should be noted. First, the data are limited to that portion of the student body residing in the College Residence Halls for Men. The reading of women students is thus excluded from consideration. Second, the analyses are limited to the circulation data of the dormitory library; reading matter obtained from other sources is not considered. Third, it is assumed that the circulation data reflected actual reading. It is, of course, possible that many books withdrawn from the library were not read, but there is no way of knowing how great a proportion of the total circulation was represented by such titles. Finally, the data cover too short a period to permit much interpretation. In anticipating the collection of more extensive data of the same kind, it may perhaps be useful to synthesize the data on hand, and to look forward to the time when continued syntheses

will contribute more information than is now available with reference to the reading behavior of people in general and of adult students in particular.

BOOK CIRCULATION IN THE COLLEGE RESIDENCE HALLS

The number of students residing in the halls was not constant throughout the year. Omitting from consideration the faculty resident heads and transients who remained but a short time, the number of residents during the three quarters and the total and per capita circulation by quarters is indicated in Table II.

TABLE II
CIRCULATION OF BOOKS BY QUARTERS

Quarter	Number of Residents	Total Circulation	Per Capita Circulation
Autumn.....	265	1,287	4.86
Winter.....	260	1,117	4.30
Spring.....	235	846	3.60
Total.....		3,250	12.76

Another way of determining per capita circulation is by dividing the total circulation, 3,250, by the average number of residents throughout the year, 253.3. This method yields a slightly higher figure, 12.83 being the average number of books circulated to each resident in the course of the year.

The figures cited in Table II represent an exaggeration in only one respect. That is, a book borrowed by the same individual on two different occasions was counted both times in the circulation record. Although such repetition was relatively infrequent, it did take place. If the figures err, it is undoubtedly on the side of conservatism, since not less than seven types of circulation were excluded from consideration.

In the first place the circulation of reserve books is not included. For the entire year such circulation numbered 1,869. Second, no record was kept of reading done by more than one individual on a single charge. Many books passed through sev-

eral hands before the original borrowers returned them to the library. Although such circulation was undoubtedly extensive, there was no practicable way of determining how extensive it was. Third, a large number of books were withdrawn by residents who neglected to leave the book-cards in the charging box. The number of books thus withdrawn was well over 100, but the withdrawals were not counted in the circulation record. Fourth, a considerable amount of reading was done in the library room itself. Where such reading was followed by withdrawal the fact was recorded in the circulation statistics, but several students preferred to do much of their reading in the library and did not take books to their rooms. Fifth, the common library practice of counting renewals as additional circulation was not observed. Books were always renewed upon request, but the fact was not noted in the circulation record. Sixth, the circulation during the Christmas and spring holiday periods was not included in the regular records. Circulation during the two periods totaled 130, but the conditions were so obviously different from those of the regular school term that it was thought best to keep the records distinct. Seventh, the withdrawals of resident faculty heads, other faculty members, and library assistants were not recorded.

It will be noted on Table II that there is a slight decrease in the per capita circulation from the autumn to the winter and from the winter to the spring quarters. It was thought the reason might lie in the smaller number of first-year students staying in the halls, since the data on circulation by class groups indicated the freshmen as the heaviest users of the library. There were 98 freshmen residents during the autumn quarter, 87 during the winter, and 72 during the spring. The relationship becomes clearer when expressed in percentages; thus, the per capita circulation during the winter quarter is 88 per cent of the per capita circulation during the autumn, and the number of freshmen residents during the winter quarter was 89 per cent of the number during the autumn. Similarly the per capita circulation for the spring quarter is 84 per cent of that of the winter, and the number of freshmen residents during the spring quarter was 82 per cent of the number in residence during the

winter. This close relationship is not surprising in view of the fact that the library is so heavily stocked with books primarily for the freshmen.

The adequacy of this explanation to account for the difference in per capita circulation from quarter to quarter is rendered questionable in the light of further evidence, based on the reading of sixty-six freshmen who remained in the halls for the entire year. The argument presented above would not apply to these freshmen since their number is constant, and if the hy-

TABLE III

CIRCULATION PER CAPITA TO SIXTY-SIX FRESHMEN

Quarter	Per Capita Circulation
Autumn.....	5.51
Winter.....	5.20
Spring.....	4.58
	<hr/> 15.29

TABLE IV

RESERVE BOOK CIRCULATION PER CAPITA

Quarter	Per Capita Circulation
Autumn.....	7.17
Winter.....	7.31
Spring.....	7.36

pothesis stated above were valid, their reading would not be expected to vary from quarter to quarter. However, the figures in Table III indicate that their library withdrawals decreased steadily from quarter to quarter.

The possibility next presented was that the decrease in regular circulation might be counterbalanced by an increase in the reserve book circulation. To check this hypothesis the reserve book circulation figures were examined. Since these data were not kept by individuals, it was not possible to limit the comparison to the reading of the sixty-six individuals above reported, and the total reserve book circulation data were used. The per capita circulation for each quarter was as shown in Table IV.

Although these averages indicate an actual increase from autumn to winter to spring, the percentage of increase is too small to warrant the conclusion that reserve book reading compensated for the falling off in the optional reading. In the absence of further data, we must conclude that reading, in general, steadily decreases as the school year progresses. Incidentally, Eurich's investigation at the University of Minnesota led him to the same conclusion.

THE READING OF FRESHMEN

So much, then, for the abstract circulation data in the large. It is much more revealing to consider the reading done by various groups living in the residence halls, and to determine how they reacted to the books made available for them. In the light of the new educational plan the reading of the freshmen in the dormitory becomes especially interesting. With the data which have been kept throughout the year it becomes a relatively simple matter to determine, for example, how the freshmen reacted to the optional readings. Did they make use of such readings, or were they willing to do the minimum requirements only, neglecting for the most part the readings recommended but not required? This question assumes a particular importance, for one of the objectives of the survey course was to have the students make use of many sources. Let us then see how extensively the optional reading materials were used.

The data covering the reading of optional materials are presented in two ways: first, from the point of view of the books used, and second, from the point of view of the users. The first class of data is based on the reading of all freshmen living in the halls, whether for one, two, or three quarters. There were 103: 66 in residence three quarters; 18, two quarters; and 19, one quarter only. Since the following evidence has been determined from titles read rather than from the reading of specific individuals, and since theoretically all titles had an equal chance of being read, it is proper to report the reading of the freshmen as a whole, regardless of the fact that all did not live the same length of time in the halls.

The reading of the books designated optional was distributed among the freshmen as follows:

Humanities General Course.—Of the 212 titles purchased for the students enrolled in the Humanities General Course, 44 contained the required readings and were placed on reserve, and the remainder, 168 titles, were made readily available on the open shelves, and circulated in the following numbers:

68 titles were never borrowed
45 titles were borrowed once
30 titles were borrowed twice
11 titles were borrowed three times
5 titles were borrowed four times
7 titles were borrowed five times
2 titles were borrowed six times

The 100 titles circulating were borrowed a total of 205 times.

In order to tabulate optional readings from the standpoint of the individual rather than the books, it is necessary to separate the freshmen according to the length of time they resided in the halls. It would, of course, be misleading and inaccurate to compare or contrast the reading of a student who remained in the halls only one quarter with one who stayed the entire year. Three groups were therefore isolated, based on period of residence.

As already noted, there were 66 freshmen in residence throughout the entire year. Only 42 of this number were enrolled in the Humanities Course: To what extent did they make use of the optional readings in the Humanities Course? The total circulation of such reading for this group numbered 162, with an average of about $4\frac{1}{3}$ books to each individual. This is a distorted average, however, since the distribution was not symmetrical. That is to say, the great number of individuals in this group borrowed fewer titles than the average, and a few individuals borrowed many more than the average. The range was 0-15, ten residents borrowing no Humanities optional readings, and one borrowing fifteen. Incidentally, 0 was the mode and 3.67 the median. Plainly, the ideal of wide reading in many recommended sources is being attained by relatively few stu-

dents in Humanities, if the sample in the College Residence Halls may be taken as a criterion. On the other hand, it should be borne in mind that the figures just cited pertain only to the optional reading; reserve book readings are not included. Furthermore, there is no exact way of determining what reading is done by dormitory residents in other University libraries, but it is not likely that such reading would be extensive enough greatly to affect the general situation. However, we shall presently consider the College Library as a possible source of optional reading material.

There were thirteen Humanities students who were in residence two quarters, and eight, one quarter. Only the presence of one heavy reader in each of these groups kept the reading records from being altogether insignificant.

Social Science General Course.—The Social Science General Course, in addition to requiring each student to purchase and rent a number of books, had 23 titles placed on reserve for prescribed reading and 122 more, for optional reading, on the open shelves. The 122 titles were borrowed by the freshmen in the following numbers:

81 were never borrowed
21 were borrowed once
12 were borrowed twice
6 were borrowed three times
2 were borrowed four times

The 41 titles circulating were borrowed a total of 71 times.

Since the above figures cover the reading of all freshmen regardless of length of residence and courses carried, they do not accurately reflect the use of the optional materials by the Social Science students only. To determine the reading of the Social Science students it is necessary to divide them according to period of residence, as we did with the Humanities students. There were 44 students enrolled in the Social Science General Course who spent three quarters in residence at the dormitory. Of this number, 27 did not withdraw any Social Science optional readings, 7 withdrew one book only, and 1 student withdrew ten, the highest number. For the entire group the mean was 1.14

withdrawals, and both mode and median were zero. The optional reading of the Social Science students who were in residence one or two quarters was negligible.

At first glance the reading of the Social Science books compares very poorly with the reading of the Humanities books even though the latter was not extensive. However, we must bear in mind that the Social Science students were assigned readings in their purchased texts and rental sets, and such reading no doubt compensated in great measure for the relatively little use made of the optional materials.

Biological Science General Course.—The students in the Biological Science General Course were required to purchase as their text the Wells-Huxley four-volume *Science of life*, and, in addition, to rent a set of seven books. The 75 titles made available for them in the library were all designated optional reading, and, therefore, no titles were placed on reserve. The 75 titles circulated to the freshmen in the halls as follows:

- 28 were never borrowed
- 23 were borrowed once
- 12 were borrowed twice
- 3 were borrowed three times
- 4 were borrowed four times
- 2 were borrowed five times
- 1 was borrowed eight times
- 1 was borrowed nine times
- 1 was borrowed thirteen times

The 47 titles which circulated were borrowed a total of 112 times.

There were forty-five students in the Biological Science General Course who stayed in the dormitory during all three quarters. One student borrowed twelve of the Biological Science titles, and 22 failed to withdraw even one. For the group the mean was 1.8 titles. The record of the Biological Science students in residence less than three quarters is not significantly different.

Physical Science General Course.—Finally, there remains to be considered the reading for the Physical Science General

Course. In the very nature of the course dependence upon extensive reading was secondary to more intensive laboratory work and careful study of few texts. Only ten titles were made available specifically for this course, and one, Crew's *Rise of modern physics*, was placed on reserve. All the titles were borrowed at least once. The distribution was as follows:

1 was borrowed once
3 were borrowed twice
1 was borrowed four times
1 was borrowed six times
1 was borrowed seven times
2 were borrowed eight times

The 9 titles were borrowed a total of 40 times.

There were only thirty students in the Physical Science General Course residing in the dormitory for the entire year. Inasmuch as the nine titles which were secured primarily for the Physical Science Course were heavily duplicated (there were 39 volumes altogether on the Physical Science shelf), the probability that any desired title could be obtained at almost any time was very great. But this fact did not result in heavier or more general reading on the part of the Physical Science students. The evidence indicates that twenty of the thirty never withdrew a single book. Three withdrew one book each; four, two books; two, three books; and one, five books. The mean for the group was .73; the median and mode, of course, were zero. Eight Physical Science students stayed in the halls one or two quarters only; they did not withdraw any of the Physical Science books for optional reading.

We have now presented the reading situation among the freshman students in the Men's Residence Halls, as far as it concerns the optional readings in connection with the four general courses. Even granting that some reading has taken place of which we have no record, it seems safe to conclude that the amount of reading done is disappointing. In the case of each course, were it not for a few individuals who have read somewhat extensively, the average number of books borrowed would be altogether negligible. The readings cannot be analyzed in a

report of this nature, but a question may be raised as to whether the results here presented are typical of the freshmen class as a whole. Inasmuch as the data from the College Library were not kept in as great detail as were the data in the dormitory library, comparisons are difficult and may be misleading. However, the following comparison may be at least suggestive.

The rules governing the dormitory library were much more liberal than prevailed in any other library on the campus, including the College Library. The dormitory library was kept open from 7:00 A.M. to 10:30 P.M. Books were issued for one week, and could be renewed as often as necessary, whereas the College Library issued books for overnight use only. Fines were never levied for books past due in the dormitory library; on the other hand, the regular University system of fines prevailed in the College Library. These contrasts are cited merely to emphasize the steps taken to induce reading at the dormitory library, and to suggest the probability that, if under the more desirable conditions optional reading was so limited, it was no less limited throughout the freshmen class as a whole.

On the other hand, it may be objected that the presence of the general collection of books, which was totally independent of course work, influenced students to read non-course material instead of the optional reading; and that, since such material was excluded from the College Library, the student's attention could be directed exclusively to reading in connection with academic requirements. Let us see how substantial this objection is likely to be.

Since the force of this argument depends upon the reading done totally independent of course requirements (to be hereinafter referred to as independent reading), it is necessary to examine and analyze such reading with a view to answering such questions as the following:

1. Are the heavy readers of optional books also heavy readers of independent material; and conversely, are the light readers of the optional also light readers of the independent? Or, more directly in line with the proposed hypothesis, are the heavy users of independent reading matter among the light readers of the optional?

2. What is the relationship between types of material read and scholarship? Are the heavy readers of independent materials good or poor students; and are the non-library users necessarily poor students?

The independent reading done by the students may be divided into: first, the books selected as optional reading for any of the courses, but read by persons *not* in the particular course for which the books were supplied; and second, the books supplied totally independent of course requirements.

In order to compare the collateral and independent reading done by students, the following analysis was limited to the reading of sixty-five students who remained in the College Residence Halls during the entire school year.⁴ The students were grouped according to the quantity of reading of each kind, independent and optional, they had done. Since the terms "much reading" and "little reading" are relative, the criteria of "much" and "little" were set somewhat arbitrarily. A student who had withdrawn five or more of the optional books in connection with any one course in which he was enrolled was considered to have done "much" optional reading; students who had withdrawn less than five were considered "light" optional readers. As might be expected, many students were "heavy" readers in connection with one of the four general courses and "light" readers in connection with another; however, if a student were a "heavy" reader for even one course, he was classified with the "heavy" readers.

The readers of the independent books were also divided into "heavy" and "light" readers. A student who had read ten or more of the independent books was classed as a "heavy" reader of such material. This procedure meant classifying readers of ten books with readers of forty or fifty books, but for present purposes the grouping was satisfactory.⁵

⁴ There were actually sixty-six such students, but the registration record of one could not be located, and his reading was therefore disregarded in the subsequent analysis. He had withdrawn three books in the course of the year.

⁵ Even though the criteria determining the points of division set were altogether arbitrary, they received some justification from subsequent groupings. If the criteria had been established in terms of "more" and "less" instead of "heavy" and "light," it would have been possible to divide the entire group into two halves, establishing the point of

In terms of the above criteria, four groups were isolated. Group one consisted of the students who were light borrowers of the optional material and also light borrowers of the independent. They were the non-readers. Group two, on the other hand, contained the readers, or better, the library users. Each student in this group was a heavy borrower of both optional and independent reading matter.

In group three were placed the students who borrowed few of the optional readings and many of the independent. This group contained the students to whom might apply the objection before raised: namely, that the presence of the independent material tended to draw attention away from the optional reading, the implication being that more of the optional reading would take place if the independent materials were not present as a competing influence.

Group four contains the students who concentrated their reading on the optional books and whose use of the independent readings was limited. In the latter respect this group is comparable to group one; yet it should be noted that the average circulation of the independent books to the students in group four was 4.4, whereas the average circulation of such books to the students in group one was 2.14.

The distribution in the four groups was as follows:

- Group one: Thirty-six light readers of optional materials who were also light readers of independent materials.
- Group two: Twelve heavy readers of optional materials who were also heavy readers of independent materials.
- Group three: Seven light readers of optional materials who were also heavy readers of independent materials.
- Group four: Ten heavy readers of optional materials who were also light readers of independent materials.

In the light of this distribution it is obvious that the hypothesis of the competition of the independent materials is not

division at the median. This would have meant thirty-three in each half. That the arbitrary criteria were quite close to what would have resulted from such a procedure is indicated by the number actually placed in group one, the light readers, namely, thirty-six.

tenable. Clearly the first group, containing by far the greatest number, is not affected, for its members do not read either optional or independent materials to any great extent. And the third group contains only seven of the sixty-five students. In general, then, the distinction between readers of optional reading matter and readers of totally independent materials is more apparent than real. With relatively few exceptions the readers of optional materials *are* the readers of the independent material; and the students who fail to read the optional books do not compensate for their failure by reading the material which is totally independent of course work. Even the fourth group, although consisting of light readers of the independent books, averaged a higher number of such books than did the first group, which was considered to be similar to the fourth in this respect. Of course, there are exceptions to the generalization just made; let us now see how seriously they vitiate the truth of the statement.

We have already seen that one group contained seven students who borrowed heavily of the independent reading and more or less ignored the optional titles. Let us, for the moment, grant that the selection of reading matter was influenced by the competition afforded and that without the competition the optional titles would have been more widely read by these seven. (Of course, there is no guaranty of this whatever; it is just as reasonable to suppose that without the independent titles the seven would have failed to read at all, and would thus be classified with group one rather than with groups two or four.) It would seem that the test would lie in the scholarship record of the members of group three. In other words, was their scholarship impaired as a result of the independent reading? To answer this question it will be convenient to study the relationship between the scholarship and amount of reading done by each of the four groups.

To obtain a comparable measure of scholarship the grade-point average was used. A score of six was given each grade of A; a score of four, each B; a score of two, each C; no points for a D; and a two-point penalty for an F. The grade points for

each group were totaled, and the sum divided by the number of grades. The resulting figure is the grade-point average.

The scholarship records achieved by the four groups, arranged in order of rank, are as shown in Table V.

From the data presented it would appear that the more optional reading one does, the better one's chances for creditably passing the four general courses. This is exactly what would be expected, but it is possible to go farther. For example, the contrary does not necessarily follow: namely, that little or no optional reading is necessarily associated with poor grades.

TABLE V

SCHOLARSHIP RECORD OF RESIDENTS GROUPED ACCORDING TO LIBRARY USE

Group	Number of A's	Number of B's	Number of C's	Number of D's	Number of F's	Grade-Point Average
Group four (10) (Heavy optional, light independent)	13	10	3	0	0	4.77
Group two (12) (Heavy optional, heavy independent)	7	11	4	0	0	4.27
Group three (7) (Light optional, heavy independent)	5	1	5	1	0	3.67
Group one (36) (Light optional, light independent)	14	21	38	6	5	2.96

Students in group one had thirty-five A's and B's, and the seven students in group three had fully half their grades at B or better. It is thus altogether possible to do a high quality of work without depending upon the supplementary readings; that is, if the comprehensive examinations are a satisfactory criterion of good work.

In the second place, the presence of the books independent of course requirements did not interfere with the student's doing good work. Of the nineteen students in the two groups containing the heavy readers of such material, only one had a grade lower than C. Of course, the numbers involved are too small for the conclusions to be taken too seriously, but the evidence is at least highly suggestive.

Thus far, the case for independent reading has been on the de-

fensive. We have tried to show that the independent materials have not interfered with the student's doing good work. But beyond this, may it be said that such material has a value of its own? The answer depends upon the acceptance of certain commonly held assumptions; namely, that reading of worth-while materials is of value, and that the formation of a reading habit is desirable. It is unnecessary to quibble about the fundamental accuracy of these assumptions, but the first one introduces the question: *are* the materials supplied for independent reading worth while?

Whether one considers them worth while or not must depend of course upon one's theory of value in the field of literature. However, it should not be difficult to find general agreement on the principles observed in stocking the dormitory library; namely, that there should be books by reputable authors on issues of social importance; that well-written biographies, histories, and accounts of travel would be desirable; that good work in fiction, drama, and poetry should be made available. Now it is quite possible to satisfy all these criteria and yet have a book collection which for various reasons is ineffective. Recency of publication, attractiveness of style, student interest in the subject matter itself, must all be considered. Finally, a number of books were included which, while perhaps less valuable from the literary standpoint, were in considerable demand by the dormitory residents. Such books were the humorous, mystery, and detective stories which were purchased in small numbers and supplied along with the more literary fiction.⁶

So much, then, for the value of the collection which is independent of course requirements. What now may be said for the optional readings? Even remembering the qualification that one year's experience with a small sample is too limited to justify generalizations, it still seems evident that the optional readings are used by so few of the freshmen for whom they were intended that the justification of supplying such literature is highly questionable. There are undoubtedly valid reasons for

⁶ Upon request the author will furnish a complete mimeographed list of the books in the collection for independent reading.

the optional readings not being used: the required readings may be so extensive that neither time nor inclination remains for optional materials; the method of instruction may not sufficiently emphasize the optional readings; the optional readings themselves may be too difficult or too dull to invite voluntary reading on the part of the freshmen. All the testimony from faculty advisers and discussion group leaders indicates that the students gave evidence of familiarity with many sources, but it is likely that the sources referred to consisted in the main of the required readings. These alone were more numerous than are provided for the ordinary college course. But there yet remains the question of the advisability of supplying many additional titles for the few individuals taking advantage of them. A book, regardless of its intrinsic soundness, is worthless as a social document unless it is read.

THE READING OF UPPERCLASSMEN

Having gained some conception of the reading situation among the freshmen residing in the dormitory, let us see how the freshmen reading compares with the reading done by the upperclassmen. Inasmuch as the selection of books for the dormitory library was not motivated by the needs of any class group beyond the freshmen, it is satisfactory to consider the reading of the sophomores, juniors, and seniors together. We shall refer to this group as the upperclassmen, even though the term is usually reserved for the members of the junior and senior classes.

The forty-one upperclassmen who were in residence during the entire year withdrew from the library approximately 530 books, the average for the group being 12.83. The range was 0-55, with two students at the lower and one at the upper extreme. It is true that two individuals in the freshmen class exceeded the upper limit of 55, but on the other hand the reading of the upperclassmen was, on the whole, much more uniform in quantity. Whereas there were eight freshmen out of sixty-six (12 per cent) living in the halls during the three quarters who did not withdraw a book in the course of the year, only two

upperclassmen out of forty-one (5 per cent) failed in this respect. Furthermore, twenty-four of the sixty-six freshmen withdrew fewer than five books each; only twelve of the forty-one upperclassmen drew fewer than five each. Comparing the two groups as a whole, the mean for the freshmen group is slightly higher, being 14.2 to the upperclassmen's 12.85. The difference is not significant.

The comparisons between the freshmen and upperclassmen in residence two quarters, and between representatives of these groups in residence only one quarter, are not consistent either with each other or with the three-quarter residents' comparison.

TABLE VI
CIRCULATION TO ONE- AND TWO-QUARTER RESIDENTS:
FRESHMEN AND UPPERCLASSMEN

	Number in Group	Average
Freshmen in residence two quarters.....	18	7.0
Upperclassmen in residence two quarters.....	24	12.1
Freshmen in residence one quarter.....	19	5.37
Upperclassmen in residence one quarter.....	21	4.21

sons. The inconsistencies are doubtless due to the small number constituting the samples, and the presence of three or four heavy readers serves to distort the average of the entire group. The numbers and average circulations are as shown in Table VI. The relatively high average for the two-quarter upperclassmen residents was due to four students, each of whom withdrew not less than thirty books, one withdrawing as many as fifty. On the other hand, there were ten students in this group who did not withdraw any books.

From the comparisons of the dormitory library withdrawals of students in residence throughout the entire year, it appears that class was not an important factor; the freshmen withdrew as many books as did the upperclassmen, and they probably did as much reading. However, there is another factor worth considering. How well do the dormitory library records reflect

the total reading of the residents? It is undoubtedly true that considerable reading takes place which is altogether independent of any university library. Sources of such material are book stores, rental libraries, friends, etc. There is no reason for supposing that more of such reading is done by the freshmen than by the upperclassmen, or vice versa. But even disregarding such reading, there remains the question of the validity of the dormitory library records as an index of reading matter drawn from University libraries. We have already intimated that it is not likely that more than a small amount of reading matter is drawn by the freshmen from the College or University Libraries, since all the books necessary in connection with course work were readily available at the dormitory library. It is therefore altogether plausible to assume that the data concerning freshmen reading presented in this report reflect most, if not all, of the library reading done by this group. The same is by no means true of the upperclassmen. Inasmuch as the books for the dormitory library were not selected with any course other than the four general survey courses in mind, if any upperclassmen found the books they needed for course work in the dormitory library, this was due solely to chance. It is far safer to assume that practically all the upperclassmen found it necessary to depend upon the University or departmental libraries for the necessary books. In other words, they probably used many books *in addition* to those they withdrew from the dormitory library. And since their reading of dormitory library books was about the same as the freshmen's, it follows that the upperclassmen read *many more* books than did the freshmen. Now it is hardly likely that the upperclassmen had more time for reading; hence, how account for the difference in the amount of reading probably done by the two groups?

Two explanations may be suggested. First, the upperclassmen, as a result of their previous college work, have had the opportunity to learn something of literary values, and to form habits of extensive reading. The incentive to read was present in the students; the easy accessibility of the books they wanted was sufficient to complete the circuit and bring about a healthy

reading situation. In the future it will be interesting to compare the reading of the members of the present freshmen class with the reading of future freshmen classes. Such a comparison may contribute to an understanding of the effect of the new plan on developing good reading habits.

In the second place, the upperclassmen are a much more highly selected group than were the freshmen. The comparison between reading and scholarship indicates the strong likelihood that many of the poor students (who are also light readers) will not continue in residence in the University. The upperclassmen, in the very nature of their status, have already given indication of certain capabilities, whereas included among the freshmen are many who will fail to achieve a higher status. It is the latter element which brings down the average freshmen circulation.

The character of the reading done by the dormitory residents must of necessity have been determined by the book collection. But within the collection a certain amount of selection was possible; for example, it was possible to choose fiction or poetry or drama or non-fiction; and even within these divisions further choice could be exercised, for one could select a mystery story or a novel by, say, Galsworthy, and from the non-fiction the choice might be from the general collection or from the shelves containing the optional readings for the general courses.

Although the bulk of the collection consisted of non-fiction, about 175 fiction titles were made available. A few of these were included in connection with the Humanities General Course; the remainder of the fiction was mostly composed of the works of modern authors, such as Willa Cather, Conrad, Dreiser, Galsworthy, Hardy, etc. For the entire year the fiction circulation numbered 972, in a total circulation of 3,250, or 30 per cent. Since the number of fiction titles constituted only 18 per cent of the total number of titles in the library (reference books omitted), it is clear that fiction was undoubtedly more popular than non-fiction considered as a whole.

Table VII indicates how the reading of the upperclassmen was distributed among nine fairly large general classes.

From this tabulation it is clear that the upperclassmen have

TABLE VII

TYPES OF LITERATURE WITHDRAWN BY ALL UPPERCLASSMEN (86)

Type of Literature	Number of Withdrawals	
Books selected from Humanities optional reading....	141	
Books selected from Social Science optional reading....	100	
Books selected from Biological Science optional reading	82	
Books selected from Physical Science optional reading..	3	326
<hr/>		
General reading collection:		
Fiction		
General.....	166	
Mystery, detective, and humorous.....	40	
Non-fiction, general.....	257	
Poetry.....	22	
Drama.....	42	527
<hr/>		
Total.....		853

TABLE VIII

TYPES OF LITERATURE WITHDRAWN BY ALL FRESHMEN (103)

Type of Literature	Number of Withdrawals	
Books selected from Humanities optional reading:		
Withdrawals by residents enrolled in the course . . .	176	
Withdrawals by other freshmen	29	205
<hr/>		
Books selected from Social Science optional reading:		
Withdrawals by residents enrolled in the course . . .	67	
Withdrawals by other freshmen	4	71
<hr/>		
Books selected from Biological Science optional reading:		
Withdrawals by residents enrolled in the course . . .	101	
Withdrawals by other freshmen	11	112
<hr/>		
Books selected from Physical Science optional reading:		
Withdrawals by residents enrolled in the course . . .	37	
Withdrawals by other freshmen	3	40
<hr/>		
General reading collection:		
Fiction		
General	271	
Mystery, detective, and humorous	66	
Non-fiction	263	
Poetry	43	
Drama	34	677
<hr/>		
Total		1,105

drawn heavily upon the freshmen optional materials for their own reading. Such reading matter constitutes about 39 per cent of the total number of books withdrawn by this group.

COMPARISON BETWEEN THE READING OF FRESHMEN
AND UPPERCLASSMEN

Owing to the nature of the collection, it is not possible accurately to compare the withdrawals of the freshmen with the withdrawals of the upperclassmen. Obviously, since the optional readings were acquired specifically for the use of the freshmen, the latter bore a very different relation to such books than did the upperclassmen. However, it will be useful to tabulate the freshmen withdrawals in a somewhat similar manner to the upperclassmen tabulation (Table VIII).

Since there are seventeen more freshmen than upperclassmen represented in the tabulations in Tables VII and VIII, it is not surprising that the total circulation figures show such wide variation. To attempt a computation of per capita circulation would not be feasible because of the difference in length of residence of some of the students. However, it is possible to compare the reading of the two groups by reducing the circulation figures to percentages (Table IX).

We have already commented on the similarity in gross circulation between freshmen and upperclassmen, and this similarity is strikingly brought out in Table IX. With only two exceptions the two groups select their books from the various classes in about the same proportions; that is, the optional material in Biological Science furnishes one-tenth of all the freshmen reading and one-tenth of all the upperclassmen reading, and so on. The first exception is in the dependence upon the Social Science optional reading matter, which is used twice as much by the upperclassmen as by the freshmen. This might indicate that the optional reading matter in the Social Sciences is better adapted to the needs and desires of the upperclassmen than of the freshmen enrolled in this course. If this is a valid inference, the collection should be revised to eliminate such titles as are too difficult for freshmen, or too far from their immediate interests to invite their attention.

The second contrast in the reading of the freshmen and upperclassmen appears in the reading of fiction and non-fiction. Here the proportions are exactly reversed, the fiction reading of the freshmen being 30 per cent of the whole and of the upperclassmen 24 per cent; whereas the non-fiction reading of the freshmen is 24 per cent of the whole and of the upperclassmen 30 per

TABLE IX
COMPARISON OF READING OF UPPERCLASSMEN AND FRESHMEN

	Upper- classmen (Per Cent)	Freshmen (Per Cent)
Percentage of total reading in:		
Humanities	17	19
Social Science	12	6
Biological Science	10	10
Physical Science	0	4
Total	39	39
General reading collection:		
Fiction		
General	19	24
Mystery, detective, and humorous	5	6
Non-fiction	30	24
Poetry	3	4
Drama	4	3
Total	100	100

cent. The difference in the fiction reading, it will be noted, occurs in the general fiction rather than in the mystery and detective stories. It is possible that student interest in non-fiction increases, relatively, with age, but the data are too limited as yet to permit this inference as of greater than hypothetical validity. Furthermore, the reading of the graduate students, to be next reported, offers no support whatever to the hypothesis, since fiction constituted 30 per cent of the total reading of graduate students, exactly the same percentage found for the freshmen.

THE READING OF GRADUATE STUDENTS

Perhaps the most striking thing about the reading of the graduate students is its quantity. Accustomed as we are to thinking of the graduate student's burden as too heavy to permit of more than an occasional excursion into literature that bears little or no relation to his curricular interests, it is somewhat surprising to find an average circulation of ten books to forty-nine graduate students in residence in the dormitory during the entire year. The range was 0-52. (Incidentally, the higher number was withdrawn by a medical student who received a prize for superior work in the course of the year.) Only five in this group failed to withdraw a single book. Thus, while there was still considerable variation in the number of books withdrawn by various members of the group, the actual number participating in the use of the library was proportionately greater than the number of freshmen and upperclassmen. The hypothesis earlier presented in contrasting the reading of freshmen and upperclassmen would seem to apply even more strongly in the case of the graduate students. They are undoubtedly a selected group, and reading habits would very likely be more deeply ingrained.

The amount of reading done by the one-quarter and two-quarter residents is highly consistent with the amount done by the graduate students who remained for the entire year. The numbers in the three groups and the mean circulation to each group member are as shown in Table X.

The reading of the graduate students was classified according to the nine divisions previously used in classifying the reading of the freshmen and upperclassmen. The number of books falling in each class and the proportion each class is of the whole are indicated in Table XI.

This table does not differ greatly from the earlier one which indicated the proportions of reading matter of various kinds selected by freshmen and upperclassmen. The reading of the graduate students, as thus differentiated, is very similar to the reading of the upperclassmen except in one respect, reading of general fiction. As already noted, the graduate students read

proportionately more of this type of literature, but the general non-fiction reading does not show a compensating decrease as was the case with the freshmen. Instead, the difference is spread over several classes, causing them to vary one or two

TABLE X
AVERAGE CIRCULATION TO GRADUATE STUDENTS

	Number in Group	Average Circulation
Graduate students in residence three quarters	49	10.0
Graduate students in residence two quarters	28	7.0
Graduate students in residence one quarter	30	3.3

TABLE XI
TYPES OF LITERATURE WITHDRAWN BY ALL GRADUATE STUDENTS

Type of Literature	Number of With- drawals	Perce- tage of Whole
Humanities optional reading	110	15
Social Science optional reading	79	10
Biological Science optional reading	79	10
Physical Science optional reading	10	1
Total	278	36
General reading collection:		
Fiction		
General	183	24
Mystery, detective, and humorous	47	6
Non-fiction	224	29
Poetry	15	2
Drama	21	3
Total	768	100

percentage points, but not enough to disturb the essential similarity to the distribution of the reading of upperclassmen. Whether or not the difference in the reading of fiction is typical of the respective groups' reading habits must depend for answer upon the collection of much more evidence than is at present available. The same qualification, of course, must be made with respect to almost all the data which have been presented.

CONCLUSION

We have now analyzed the data based on the first year's operation of the dormitory library. Although the analysis has been somewhat detailed, and the data are subject to qualification at all points, certain facts stand out.

First, and perhaps of greatest importance to the library, it is clear that from the standpoint of encouraging wide and substantial reading, the dormitory library has been eminently successful. The gross circulation figures indicate wide reading, a great proportion of the reading being of the non-curricular sort. Yet, as far as we know, scholarship in the formal sense has not thereby been impaired.

Second, the analysis of the optional reading done by the freshmen is suggestive for instructor and librarian alike. Merely to make books available is no guaranty that they will be read. The first year's experience has resulted in much information for the academic divisions, which should be useful to them in revising and improving their methods of instruction, assignments, and general course organization. The library thus becomes not merely the passive agency for carrying out the wishes of the academic departments but an active force in presenting quantitatively the results of instruction, at least in so far as they may be measured by library use. Although final judgment must wait upon more complete evidence, present indications are that the new educational plan of the University is successfully accomplishing its objectives. Such evidence as is available indicates that much reading *is* taking place; the library may well undertake to find out *what* reading, and specifically *how much*, is included.

Finally, the study is perhaps particularly worth undertaking as a demonstration of how circulation statistics may be used not only to measure the effects of instruction but also to study the similarities and differences in the reading of college students. Such data as have been collected will become even more valuable when supplemented by additional information of the same kind, now being collected, and by data to be collected in the future with respect to the reading of women students.

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DIFFICULTIES ENCOUNTERED BY TRAINED SCHOOL LIBRARIANS AS A BASIS FOR THE REVISION OF THE PROFESSIONAL CURRICULUM¹

IN CONSIDERING the difficulties encountered by the trained school librarians, three distinct phases are to be taken into account. First, are the courses offered in library schools adequate for such training and is the proper emphasis being placed on each course with regard to the time allotted to each? Second, does library school training meet the definite problems which arise in the administration of the school library, or can it prepare for these problems? Third, what courses in education should the school librarian have as a background for her work?

The Committee on the Professional Training of School Librarians, approaching these questions from the practical point of view, logically turned to those most affected by such training. A group of questionnaires therefore was prepared and submitted to lists of school librarians furnished by the twenty accredited library schools, to the principals in whose schools these librarians work, and to school library supervisors of both city and

¹ At the Conference of the American Library Association in New Haven in 1931, the Committee on the Professional Training of School Librarians submitted a preliminary report on the study undertaken for that year: An analysis of the difficulties encountered by trained librarians during their first two years of school library service as a basis for the revision of the professional curriculum. At that time it was decided to continue the study for another year to include not only the school librarians' reactions to the good points and defects in their training but also the points of view of the school principals under whom these librarians work and of the school library supervisors over the entire country. This report includes the material submitted at the New Haven Conference with the additional data gathered from these two latter sources.

As chairman of the Committee the author wishes to acknowledge indebtedness to the directors of the accredited library schools for supplying lists of graduates now in school library work; to the busy school librarians; to school library supervisors and school principals who took time to answer the questionnaires; to the members of the Committee who helped by suggestions and as much assistance as could be rendered from a distance; and particularly to Miss Elsa Berner and Miss Anna Reger, who worked unstintingly in helping to interpret this report.

state systems. The first of these questionnaires listed the courses offered in the accredited library schools. The school librarian was asked to check those taken, to rank them in order of importance in groups of from one to five, to give the number of semester-hours devoted to each course, and to state whether in her opinion the time-allotment was too much, too little, or approximately the proper amount. The same questionnaire was sent to the school library supervisors, for, while it might have been more appropriate to change the questionnaire somewhat, it was decided that a check on the same points as those given by the school librarians would prove more valuable in drawing the final conclusions. The corresponding questionnaire sent to the school principals dealt with abilities, qualities, and attitudes of school librarians rather than with courses. The principal could in this way interpret the results of the training of his librarian.

The second questionnaire concerned definite problems common to the administration of a school library. The librarian was asked to state whether or not her library school training prepared for meeting the particular problem and if not, if it could have prepared for it. This same questionnaire was also sent to the school library supervisors.

The third questionnaire listed the courses in education usually offered in teachers' colleges and universities to determine whether or not the course had proved helpful. It also called for a ranking by 1, 2, 3, etc., of those not taken but the lack of which had been felt. The same list of courses was submitted to the supervisors and the principals asking that they rank these courses in order of importance as background work for a school librarian. This method of selecting the most valuable courses might have been improved upon, but again it was deemed wiser to conform to the questionnaires submitted to the school librarians.

From the 500 questionnaires sent out to the school librarians, about 250 answers were received. From the 113 sent to school library supervisors, 58 answers were received, and from the 194

sent to school principals, 100 answers were received. So in each case more than 50 per cent reported—a very good return.

TABLE Ia
FROM SCHOOL LIBRARIANS' DATA

Professional Subjects	Percentage		
FIRST GROUP	<i>1st</i>	<i>2d</i>	<i>3d</i>
Book selection for school libraries	96.0	2.7	1.3
Classification	95.8	4.2	0.0
Reference work in school libraries	95.5	4.5	0.0
Reference	94.0 +	5.0 +	0.06 +
Book selection	90.75	8.3	1.1
School library administration	86.0 +	10.0 +	2.8
Cataloguing	86.0	8.9	6.1
Methods of teaching the use of the library	85.0 +	15.0 +	1.1
Reference and bibliography	80.8	14.0 +	4.3
Practice and field work	80.0 +	15.0 +	4.2
Children's literature	77.0	15.1	7.9
Library work with children	76.0	15.0 +	8.2
Library records and methods	70.0	24.0 +	5.2
Circulation	70.0	26.5	3.5
Library organization and administration	68.0 +	24.0 +	7.1
Order work	64.0 +	26.0 +	9.0 +
Teaching function of the librarian	63.0	22.0 +	13.0 +
Library economy	61.9	27.0 +	10.8
Subject bibliography	45.0 +	35.0 +	19.0
X GROUP			
Library buildings and equipment	38.0 +	38.0 +	22.0 +
Library work as a profession	34.0 +	34.0 +	31.0 +
Trade bibliography	33.0 +	33.0 +	33.0 +
SECOND GROUP	<i>2d</i>	<i>1st</i>	<i>3d</i>
Printing and binding	46.0 +	30.0 +	23.0 +
History of books and printing	44.0	21.0 +	34.0 +
Government publications	39.0	28.7	32.3
THIRD GROUP	<i>3d</i>	<i>1st</i>	<i>2d</i>
Adult education and the library	74.0	0.0	26.0
College library administration	68.8	3.1	28.1
History and development of libraries	53.0 +	11.0 +	35.0 +
Library extension work	49.0 +	19.0 +	31.0 +
Public library administration	42.0	31.0 +	26.0 +
Story-telling	40.0 +	35.0 +	23.0 +

The first questionnaire dealing with the courses offered in the accredited library schools consisted of a list of thirty-one courses arranged alphabetically. For convenience of tabulation, the courses were divided into four groups in Table Ia. The first

group represents courses which the school librarians consider to have been of most value in their work; the second group represents those courses of second importance; the third group, those of least value; and the x group, those that fall between groups one and two. The columns of percentages in each case represent the first, second, or third groups as shown in each heading, the one for the group under consideration always coming first. According to the school librarians' ranking, nineteen courses fall within the first group, three in the x group, three in the second group, and six in the third group.

Table 1*b*, showing a similar² rating given by the school library supervisors, is arranged in three groups, omitting the x group. Twenty-one courses fall within the first group, six within the second, and four within the third.

The following conclusions are rather evident from the tables. Those courses planned especially for the school librarian have proved of most value to her in her work, for "Book selection for school libraries" ranks above "Book selection." "Reference work in school libraries" ranks above "Reference" or "Reference and bibliography" and "School library administration" above the other courses dealing with administration. Two other courses have especial significance in school library work and rank within this group—"Children's literature" and "Library work with children." Also within the first of the three ranks fall the basic courses fundamental to all types of library work: "Book selection," "Cataloguing and classification," "Circulation," "Library economy," "Library organization and administration," "Library records and methods," "Methods of teaching the use of the library," "Order work," "Practice and field work," "Reference," "Reference and bibliography," "Subject bibliography," and "Teaching function of the librarian." Within the middle or second group fall those subjects whose content may or may not prove valuable in school library work, depending on the way in which they have been presented in the classroom and the type of school library under consideration. In this group fall "Printing and binding," "History of books and print-

² $R = .994 \pm .014$.

ing," and "Government publications." On the border line between the first and second groups are "Library buildings and

TABLE 16
FROM SCHOOL LIBRARY SUPERVISORS' DATA

Professional Subjects	Percentage		
FIRST GROUP	1st	2d	3d
Book selection for school libraries	100.0	0.0	0.0
Reference work in school libraries	95.0+	4.8	0.0
School library administration	95.0+	4.8	0.0
Classification	95.0+	2.0+	2.0+
Children's literature	95.0	2.5	2.5
Library work with children	92.5	7.5	0.0
Cataloguing	90.0+	9.8	0.0
Book selection	89.0+	7.9	2.0
Reference	88.8	11.0	0.0
Methods of teaching the use of the library	87.5	12.5	0.0
Reference and bibliography	83.0+	16.0+	0.0
Order work	81.5	13.0+	5.0+
Practice and field work	77.0	20.5	2.5
Library records and methods	72.5	22.5	5.0
Teaching function of the librarian	56.0+	29.0+	13.0+
Library organization and administration	55.0	37.0	7.8
Library economy	51.6	38.7	9.6
Story-telling	51.0+	30.6	17.0
Circulation	50.0	38.0+	10.0+
Library work as a profession	48.0	30.0+	20.0+
Library buildings and equipment	47.5	40.0	12.5
SECOND GROUP	2d	1st	3d
Printing and binding	57.5	32.5	10.0
History of books and printing	53.0	33.0	12.0
History and development of libraries	48.0+	14.0+	36.0
Public library administration	47.2	13.9	38.0+
Government publications	45.0	30.0	25.0
Subject bibliography	41.0+	39.0	19.0+
THIRD GROUP	3d	1st	2d
College library administration	85.0	0.0	15.0
Adult education and the library	71.0	7.9	21.0
Library extension work	53.8	20.0+	25.6
Trade bibliography	38.0+	30.7	20.7

equipment," "Library work as a profession," and "Trade bibliography." In the third group fall those courses which have little or no application to school library work or which are so broad in scope that they are of little practical value. Here are ranked

"Adult education and the library," "College library administration," "History and development of libraries," "Library extension work," "Public library administration," and "Story-telling."

The rating given the various courses by the school librarians and the school library supervisors are remarkably similar. The only striking variation is in the case of "Story-telling" and "Trade bibliography." The school librarians ranked "Trade bibliography" almost within the first group while the supervisors considered it least in importance of any of the courses. On the other hand, "Story-telling" was ranked within the first group by the supervisors and received last place in the ranking by the librarians. This latter ranking might well be explained by the fact that the school librarians in most cases are dealing with high schools, and the supervisors are thinking in terms of the elementary school as well. This might also explain to some extent the case of "Trade bibliography."

The corresponding questionnaire sent to the school principals consisted of a list of questions dealing with abilities, qualities, and attitudes of school librarians. These were divided into three groups: the first bearing on the question of the understanding of principles of education as applied to school problems; the second, on professional attitudes; and the third, on school library administration. The principals were asked to rate their librarians on each of these as exceptional, satisfactory, not always satisfactory, just short of unsatisfactory, and unsatisfactory. The school librarians should feel flattered at the results. The ratings show an unusually high number of "exceptionals" and very few "unsatisfactories."

The results of this questionnaire are shown in Table Ic. The qualities, abilities, and attitudes desirable in school librarians are arranged in two groups, showing by percentages their relative values within each group. The first group represents those which the school principals consider that their librarians have to a marked degree, the second, those which are not outstanding. The third column in each case indicates the qualities in which they are deficient. The first and second ratings prove to

TABLE 1c
FROM SCHOOL PRINCIPALS' DATA

	Percentage		
	1st	2d	3d
FIRST GROUP			
To what extent does she make her material available for teachers and pupils by properly classifying, cataloguing, and arranging it	76	22	1
To what extent does she show co-operation with teachers	71	24	4
To what extent does she know her reference collection so that she may give teachers and pupils quick and accurate service in locating information	70	28	2
To what extent does she show comprehension of the place of the library in the school	69	25	6
To what extent does she show interest and enthusiasm	68	29	3
To what extent does she have a usable collection of periodicals, pamphlets, pictures, etc.	66	33	1
To what extent does she select books and materials which seem adapted especially to the purposes of your school	63+	33	3
To what extent does she make the library attractive	61	34	5
To what extent does she secure and hold respect of teachers	60	35	4
To what extent does she keep accurate records and make systematic reports	57	35	7
To what extent does she give effective instruction in the use of books and the library	55	39	6
To what extent does she show willingness to assume extra curricular activities	52	38	10
To what extent does she show ability to interest pupils in library materials	47+	42	10
To what extent does she maintain effective discipline	47	37	15
SECOND GROUP			
	2d	1st	3d
To what extent does she show comprehension of teaching methods	70+	16+	13
To what extent does she show comprehension of curriculum problems	70	22	8
To what extent does she show comprehension of teaching problems	66	18	15
To what extent does she offer constructive criticism on school problems in general	62	6+	31+
To what extent does she arouse students' interest beyond curriculum requirements	59+	27	13
To what extent does she teach citizenship through the use of the library	59	18	22
To what extent does she use her central position as a unifying force in the school	55+	26	18
To what extent does she show comprehension of child and teacher psychology	55	33	12
To what extent does she show comprehension of educational objectives	54+	39	6

TABLE 1c—Continued

SECOND GROUP—Continued	Percentage		
	2d	1st	3d
To what extent does she show comprehension of administrative problems	50+	35	14
To what extent does she popularize the library through posters, bulletin boards, and special notices	47	38	14
To what extent does she show resourcefulness	46+	44	9
To what extent does she interest teachers in all available library material so that they make full use of it	43	42	14

be about equal, fourteen falling within the first group and thirteen within the second.

It is interesting to note that practically all of those questions dealing with the direct results of technical courses in library schools fall within the first group. For instance, "Classification" and "Cataloguing" received first place, "Reference work" third, with "Book selection for school libraries," "School library administration," and "Teaching the use of books and libraries" well within this group. It should be noted, however, that the "Ability to arouse students' interest beyond the curriculum requirements," the "Teaching of citizenship through the use of the library," "Making the library a unifying force in the school," all fall far within the second group and should be given more attention in the training of school librarians. To a lesser degree, the school librarians were deficient in "Popularizing the library through posters, bulletin boards, and special notices," also in "Interesting teachers in all available library material."

The professional attitudes also show up well, "Interest and enthusiasm," "Co-operation with teachers," and "Willingness to assume extra curricular activities" all falling within the first group. "Resourcefulness" falls within the second group, but the percentages were so close that it really is on the border line between the two groups.

The group of questions dealing with the understanding of principles of education as applied to school problems, with the exception of one, falls within the second group. This one on the "Place of the library in the school" falls well within the first

group—a rather logical happening since it is included in courses given in library schools. The results here shown, however, are

TABLE IIa
FROM SCHOOL LIBRARIANS' DATA

SUBJECTS	No.	TIME ALLOTMENT		
		+	-	✓
Adult education and the library	18	2	0	16
Book selection	157	7	30	114
Book selection for school libraries	66	0	46	20
Cataloguing	132	25	12	95
Circulation	82	15	6	61
Children's literature	118	6	57	55
Classification	22	5	2	15
College library administration	22	7	0	15
Government publications	103	24	10	69
History and development of libraries	105	27	1	77
History of books and printing	111	24	5	82
Library building and equipment	96	14	8	74
Library economy	69	5	7	57
Library extension work	41	10	3	28
Library organization and administration	128	15	18	95
Library records and methods	86	11	10	65
Library work as a profession	51	8	6	37
Library work with children	78	4	35	39
Methods of teaching the use of the library	81	4	44	33
Order work	100	9	9	82
Practice and field work	124	7	34	83
Printing and binding	87	13	7	67
Public library administration	88	24	4	60
Reference	130	7	15	108
Reference and bibliography	95	7	7	81
Reference work in school libraries	38	0	22	16
School library administration	98	4	65	29
Story-telling	48	5	14	29
Subject bibliography	75	16	5	54
Teaching function of the librarian	16	0	7	9
Trade bibliography	117	25	3	59

evidence of the need for more background from the point of view of school problems in general.

The replies with regard to the apportionment of time to the courses given in library schools have been tabulated and are given in Tables IIa and IIb. The plus sign indicates too much time given, the minus sign, too little, and the check, the proper

amount. In Table II*a* the results of the school librarians' answers are listed. The time devoted to each of the courses in the

TABLE II*b*
FROM SCHOOL LIBRARY SUPERVISORS' DATA

SUBJECTS	No.	TIME ALLOTMENT		
		+	-	✓
Adult education and the library	18	5	1	12
Book selection	28	0	13	15
Book selection for school libraries	31	0	22	9
Cataloguing	30	9	0	21
Circulation	28	7	2	19
Children's literature	31	0	20	11
Classification	29	5	3	21
College library administration	18	5	0	13
Government publications	30	8	0	22
History and development of libraries	29	12	0	17
History of books and printing	26	3	0	23
Library buildings and equipment	28	5	1	22
Library economy	22	1	3	18
Library extension work	21	5	2	14
Library organization and administration	27	2	4	21
Library records and methods	30	3	6	21
Library work as a profession	27	3	3	21
Library work with children	30	1	17	12
Methods of teaching the use of the library	30	1	21	8
Order work	29	4	4	21
Practice and field work	27	2	14	11
Printing and binding	28	7	2	19
Public library administration	23	9	0	14
Reference	25	0	4	21
Reference and bibliography	27	2	2	23
Reference work in school libraries	28	0	15	13
School library administration	29	1	15	13
Story-telling	29	1	14	12
Subject bibliography	25	4	1	20
Teaching function of the librarian	26	4	8	14
Trade bibliography	25	6	0	19

various schools varied from one to twelve hours, the only number omitted being seven. Table II*a* is a composite of these tabulations and does not show the number of hours for each course. Moreover, since there were no gradations as to how much too much or how much too little time was devoted to a course, the majority usually considered that approximately the proper

amount was given. However, a few cases are outstanding. "Book selection for school libraries" was voted as having too little time by the majority and not a single vote was registered for too much time. The same is true in the case of "Reference work in school libraries." "Children's literature," "Methods of teaching the use of the library," and "School library administration" also show a decided majority who consider that the time devoted is too little. While there is no course for which a majority of votes indicated that too much time was being devoted to it, there are a number for which the "too much time" votes outweigh the "too little time" votes. Especially is this true in the case of "Cataloguing," "Circulation," "College library administration," "Government publications," "History and development of libraries," "Library extension work," "Public library administration," "Subject bibliography," and "Trade bibliography."

Table II*b* gives the results of the supervisors' replies to the same questionnaires. The results are strikingly similar to those in Table II*a*. The same courses are rated as having too little time devoted to them with the addition of a few more, notably "Library work with children," "Practice and field work," "Story-telling," and "Book selection." The same courses which the school librarians considered as having too much time devoted to them were so listed by the school library supervisors. One additional course included in the group by the supervisors was "Printing and binding."

The above general statements add emphasis to the deductions drawn from Tables I*a* and I*b*. That is, that the courses planned especially for school library work need more emphasis in the training of the school librarian. Also, that too much time is being devoted to courses which do not bear directly on the school library or which do not need so much detail.

The purpose of the next questionnaire was to determine how adequately the content of these library science courses prepares for the work of the school librarian. Tables III*a* and III*b* give a list of thirty-six problems sufficiently general to apply to most school libraries as typical of the kind of problems which the

TABLE III_a
FROM SCHOOL LIBRARIANS' DATA

Problems	Library Science Training Prepared To Meet Situation	Library Science Training Did Not Prepare for Situation	Library Science Training Could Help Prepare for Situation
<i>Technical group:</i>			
Acquaintance with books used in a school collection.....	124	60	59
Collection of fines.....	103	67	46
Book-week observation.....	107	66	63
Securing return of overdue books.....	110	68	48
Handling reserve books.....	128	54	44
Adapting classification to school library.....	131	48	51
Adapting cataloguing to school library.....	130	50	49
Teaching use of books and libraries.....	120	60	61
Care of ephemeral material.....	153	23	21
Book selection.....	177	8	8
Bulletin boards.....	146	42	37
Advertising.....	120	48	39
Purchasing supplies.....	150	31	23
Inventory.....	148	34	26
Making bibliographies.....	173	8	6
Book-buying.....	176	7	6
Budget.....	142	27	20
Picture collection.....	147	33	27
Vertical file.....	167	23	20
Missing books.....	100	70	50
Use of newspapers.....	121	53	40
Co-operation with public library.....	139	36	27
<i>School organization group:</i>			
Working with library council.....	33	108	71
Scheduling of classes to the library.....	54	111	59
Admission of pupils to library during class periods.....	77	88	43
Classroom libraries.....	69	98	68
Supplementary tests.....	46	113	63
<i>Personalities group:</i>			
Securing information from teachers as to assignments given.....	57	111	52
Handling of subnormal groups.....	124	60	59
Handling of peculiar individual cases.....	27	138	51
Pupil assistants.....	76	97	77
Securing teacher use of the library.....	59	98	75
Discipline.....	63	114	53
Club work.....	55	113	79
Faculty library committee.....	32	112	56
*Persuading principal of value of library.....	90	73	46

* Depends too much on situation to classify.

TABLE III^a
FROM SCHOOL SUPERVISORS' DATA

Problems	Library Science Training Prepared To Meet Situation	Library Science Training Did Not Prepare for Situation	Library Science Training Could Help Prepare for Situation
<i>Technical group:</i>			
Acquaintance with books used in a school collection	12	2	23
Collection of fines	23	9	5
Book-week observation	21	7	10
Securing return of overdue books	13	7	14
Handling reserve books	23	2	11
Adapting classification to school library	19	0	19
Adapting cataloguing to school library	19	0	19
Teaching use of books and libraries	27	0	12
Care of ephemeral material	22	2	13
Book selection	28	0	11
Bulletin boards	21	7	11
Advertising	14	5	18
Purchasing supplies	27	3	9
Inventory	31	1	7
Making bibliographies	34	1	3
Book-buying	27	0	10
Budget	25	5	7
Picture collection	27	1	11
Vertical file	30	1	8
Missing books	15	11	8
Use of newspapers	25	2	12
Co-operation with public library	21	2	15
<i>School organization group:</i>			
Working with library council	11	12	13
Scheduling of classes to the library	5	13	17
Admission of pupils to library during class periods	8	14	13
Classroom libraries	8	4	33
Supplementary tests	10	11	13
<i>Personalities group:</i>			
Securing information from teachers as to assignments given	9	17	10
Handling of subnormal groups	3	15	18
Handling of peculiar individual cases	1	27	8
Supervising pupil assistants	11	6	18
Securing teacher use of the library	9	6	18
Discipline	4	23	12
Club work	7	7	21
Faculty library committee	5	14	18
*Persuading principal of value of library	11	7	19

^a Depends too much on situation to classify.

school librarian is called upon to meet. They were divided according to type into technical, school organization, and personalities groups. School librarians were asked to indicate whether or not their library science training prepared or did not prepare to meet the situation. Recognizing that there might be some question as to whether or not it is possible for library science courses to prepare for some of these problems, the Committee asked librarians to indicate whether they thought training could prepare for the situation.

In interpreting the answers to this questionnaire, it was found that by far the greater number answering assumed that saying that library science had prepared also indicated that library science courses *could* prepare. So they did not answer the final question, and the few combined answers were disregarded. Therefore, the number given for those who felt that library science could prepare included the ones who definitely stated that it did *not* but *could*, plus a few who merely said that it could. Some interesting results appear from this. First, school librarians consider their training in the more technical matters of acquisition, organization and care of material, statistics, book knowledge, and selection quite adequate as indicated by the technical group in Table IIIa. Another group of problems in which the answers are almost reversed from those of the first group are those more or less dependent on the school organization as shown in the "School organization" group in the table. A third group is made up of those problems involving personalities in the school, faculty and pupil—singly and in groups. Here the figures indicate quite emphatically that library science courses have not prepared the librarian for meeting the situation. This is shown in the "Personalities" group in the table.

This same questionnaire was sent to the school library supervisors and the results of their replies are shown in Table IIIb. For the most part the supervisors agree with the librarians that in so far as technical matters are concerned, the library schools are training to meet the situation and that they could prepare to meet them in practically all cases. It is rather noteworthy that almost half of the supervisors felt that the question of miss-

ing books was not adequately provided for in library schools, although it could be. The matter of collecting fines also seems to have been neglected. It appears that more stress might be put on such topics as "Book week observation," "Bulletin boards," and "Securing return of overdue books." The second group having to do with school organization shows a decided lack of preparation to meet the situations, although the supervisors felt that library schools could prepare to meet them. The third group dealing with personalities also shows a decided failure of the library schools to prepare for the situations, but in most cases the consensus of opinion was that such preparation could be given.

From this brief summary, it appears: first, that the library science courses are, for the most part, giving adequate preparation for the technical library work required in a school library. In the cases where people have reported a lack of preparation, there is a consensus of opinion that such courses could prepare. The problem is merely one of efficiency in teaching. Second, librarians going into school libraries and school library supervisors report a lack of training in matters that arise in fitting the library to the school organization. In this case only about half of the people who reported lack of training think that the library science courses could do anything about it. Third, librarians going into school libraries experience greatest difficulties in problems which involve the dealing with personalities. The school library supervisors agree that this is true. In this case, again, about half of the persons reporting lack of adequate training state that library science courses could help prepare for the situation. Many comments were made to the effect that only tact, experience, or innate personality would avail.

The last questionnaire dealing with the background courses in education for the school librarian brought out some interesting facts as shown by Tables IV*a*, IV*b*, IV*c*, and IV*d*. It always has been a question as to which of these courses are the most valuable for school librarians. Table IV*a* is a record of the actual ranking by those school librarians who have had these courses. Table IV*b* gives the ranking of these courses by those

who have not had them but have felt their need in school library work. Table IV*c* and Table IV*d* rank these courses in

TABLE IV*a*
FROM SCHOOL LIBRARIANS' DATA

Professional Subjects	Number Replying	Percentage Rating
Psychology of adolescence	34	100
Vocational education	18	99
Practice teaching	68	98
Administration and supervision of public education	8	98
Social psychology	39	92
The high-school pupil	11	91
Educational sociology	31	90
Educational psychology	108	
High-school administration	28	86
The high-school curriculum	21	86
Mental and physical development	23	84
The junior high school	12	83
Methods of teaching in high school	65	81
Principles of secondary education	70	71
History of American education	36	68
Special methods	47	66
Experimental psychology	25	60
Principles of education	69	
Introduction to education	25	
Educational statistics	5	
Tests and measurements	35	
Principles of teaching	71	59
Survey course in education taken in connection with library course	12	58
History of education	119	50
History of philosophy	44	
Foreign school systems	13	
Genetic psychology	19	
*Educational research	1	.....

* As only one student had this, no rank is given.

education as the school library supervisors and school principals, respectively, rate them, as a valuable background for school library work. Tables IV*a* and IV*b* rank these courses in

a descending percentage scale. It is interesting to note that "Psychology of adolescence" and "Practice teaching" hold first

TABLE IV_b
FROM SCHOOL LIBRARIANS' DATA

Professional Subjects	Number Replying	Percentage Rating
Practice teaching	42	90
Psychology of adolescence	87	88
The junior high school	42	86
Principles of teaching	38	80
Survey course in education taken in connection with library course	51	
Vocational education	63	77
Methods of teaching in high school	45	
Social psychology	41	75
Principles of secondary education	38	72
The high-school pupil	79	70
Educational psychology	32	67
History of education	6	66
The high-school curriculum	63	60
Educational sociology	33	
Mental and physical development	43	
History of philosophy	17	57
History of American education	18	55
High-school administration	46	
Special methods	24	53
Principles of education	27	51
Experimental psychology	21	48
Introduction to education	25	46
Tests and measurements	26	39
Genetic psychology	22	34
Educational research	28	29
Administration and supervision of public educa- tion	25	20
Foreign school systems	19	15
Educational statistics	23	10

place for the two lists, with "Vocational education" on one and "the Junior high school pupil" on the other coming next.

Tables IV_c and IV_d, giving the same data for the school li-

brary supervisors and the school principals, have been arranged in four groups, showing by percentages their relative values

TABLE IV
FROM SCHOOL LIBRARY SUPERVISORS' DATA

Professional Subjects	Percentage			
FIRST GROUP	1st	2d	3d	4th
The high-school pupil	70.0+	26.0	2.9	0.0
Practice teaching	68.9	17.0	13.0	0.0
High-school curriculum	67.6	23.0	2.9	5.0+
Psychology of adolescence	67.0+	29.0	2.0	0.0
The junior high school	63.0+	21.0	9.0	6.0
Survey course in education taken in connection with library course	59.0	15.0	12.5	12.5
Educational psychology	55.8	32.0	11.9	0.0
Methods of teaching in high school	53.0+	30.0	10.0	6.6
Mental and physical development	51.7	31.0	10.0	6.8
Principles of teaching	51.0	32.0	12.9	3.2
High-school administration	33.0+	33.0	23.0	10.0
SECOND GROUP	2d	1st	3d	4th
Principles of secondary education	50.0	32.0	7.0	10.7
Educational sociology	48.0+	10.0	10.0	17.0
Principles of education	48.0+	35.0+	9.0+	6.0+
Social psychology	48.0+	17.0+	20.0	13.6
Introduction to education	44.0	22.0	29.0	3.7
Special methods	41.6	16.0+	20.8	20.8
History of American education	37.0	15.0	28.0	18.7
Vocational education	32.0	21.4	28.0	17.0
THIRD GROUP	3d	1st	2d	4th
Tests and measurements	37.0	14.8	33.0	14.8
History of education	32.0	25.0	29.0	12.9
FOURTH GROUP	4th	1st	2d	3d
Foreign school systems	88.0	4.0	8.0	0.0
Genetic psychology	70.8	8.0	4.0	16.0+
Educational statistics	58.0	4.0	16.6	20.8
Educational research	48.0	4.8	18.0+	18.0+
History of philosophy	48.0	4.0	20.0	28.0
Administration and supervision of public edu- cation	45.0+	16.6	9.0	27.0
Experimental psychology	40.0	0.0	36.0	26.0

within each group. The first group represents those courses which were considered of prime importance as a background for school library work; the second group represents those of sec-

ondary importance; the third group, those of still less importance; and the fourth, those of little value. The four columns

TABLE IVd
FROM SCHOOL PRINCIPALS' DATA

Professional Subjects	Percentage			
FIRST GROUP	1st	2d	3d	4th
The high-school pupil	82	8+	8+	1+
Educational psychology	76	20+	3+	0
The high-school curriculum	71	23	5	1
Psychology of adolescence	67	28	5	0
Methods of teaching in high school	65+	26	27	1+
Principles of teaching	61	26	13	0
Principles of secondary education	55	29	10	6
The junior high school	52	31+	9+	7
Principles of education	49+	32	18+	0
Practice teaching	46	32	16	6
High-school administration	40	32	18	10
Social psychology	38	30+	26+	5
Mental and physical development	31+	27+	29	12
Administration and supervision of public education	29	26+	26+	18
SECOND GROUP	2d	1st	3d	4th
Educational sociology	49	28+	18+	4+
History of education	37+	25	25	12
Survey course in education taken in connection with library course	36	27	23	13
Educational research	35	13+	32+	19
History of American education	32+	28	30	9+
Vocational education	32	14	23	31
THIRD GROUP	3d	1st	2d	4th
Experimental psychology	40+	8	32+	19
History of philosophy	40	10+	18+	31
Introduction to education	37	5+	34+	23
FOURTH GROUP	4th	1st	2d	3d
Foreign school systems	66	2	16	16
Genetic psychology	51+	7+	18	23
Tests and measurements	47	4	24+	24+
Special methods	42	16	21	21
Educational statistics	35	0	32+	32+

of percentages for each group represent the first, second, third, or fourth groups as shown by the heading in each case. The supervisors and principals agree that the "High-school pupil" is

the most important background course in education for the school librarian. For the next most valuable course, the supervisors chose "Practice teaching," while the principals felt that "Educational psychology" should hold second place. It is interesting that the next two choices are identical, both principals and supervisors selecting the "High-school curriculum" as third and "Psychology of adolescence" as fourth choice.

Table V brings out the interesting fact that most of the school principals have libraries separate from study halls, that their librarians are considered members of the faculty, and that they consider previous teaching experience desirable but not essential for the success of the school librarian.

TABLE V
FROM SCHOOL PRINCIPAL'S DATA

Questions	Yes	No
Is your librarian considered a member of the faculty.	93	6
Is your library conducted separately from the study hall.....	88	12
Do you consider previous teaching experience for school librarians—		
Essential.....	14	.....
Desirable.....	78	.....
Immaterial.....	6	.....

If we accept these questionnaires and the figures deduced from the answers, and if we also agree that the maximum of efficiency in any profession can be acquired only through experience following adequate training, there are two possible positions that may be taken with regard to the matter of training for school librarianship on the basis of this study. First, present library school training may be adequate for all essential library problems, such as book selection, acquisition, organization, etc. Many of the librarians experience no difficulty in handling problems arising from matters of school organization and personalities. As these are largely dependent upon local conditions, and ability to solve them dependent on general intelligence, personality, and tact, they may safely be left to the individual li-

brarian for solution. This evidently presupposes a careful selection in admitting prospective school librarians to the library school. Second, school librarianship is rapidly claiming more and more of the graduates of library schools, and since the schools call their graduates *professional* workers and not apprentices, these unsolved problems must be given more attention.

There are two possible ways in which this may be done. School librarians may be trained adequately in a general library school along with workers for other types of libraries; but they should have as prerequisites certain and numerous courses in psychology, school organization, and teaching methods. They should take the regular fundamental courses offered by the library school, but in addition to these they should have some courses which would interpret the other courses in terms of the school library. More time should be devoted to such courses and less time to those foreign to the school library field. It is probably true, however, that training for school library work can best be given in schools organized to give special training for such work. Such schools could make extensive requirements in education and psychology. In these schools all the fundamental courses in library work could be given with special application to school conditions, and other courses of special significance to school librarians could be organized.

CHARLES H. STONE

WOMAN'S COLLEGE
UNIVERSITY OF NORTH CAROLINA

STUDENT USE OF THE LIBRARY¹

TO EVALUATE the service that a college library is rendering, it is important to observe the extent to which it is being used. While a tabulation and classification of all books and periodicals that are being used throughout a given quarter or semester would have considerable value, the labor involved in such a task becomes enormous in an institution as large as the University of Minnesota. With limited funds and time, the best that can be done is to designate a particular period for study that is fairly representative of the entire quarter. The latter half of the tenth week and the first half of the eleventh during the fall quarter of 1930 were selected for this purpose. The data on general circulation indicated that the use of the reserve room during that week is not at an extremely low point nor is it at as high a point as observed at the beginning of the quarter. Although no single week is quite adequate, the one chosen for study is sure to be indicative of some of the trends and issues involved.

Books withdrawn from general circulation.—During the week of observation the call-slips in the reserve room, circulation department, and in the periodical room were saved for this study. The information on these slips made it possible to classify all the books taken from the general circulation department according to a modification of the Dewey Decimal system. The general categories for which there were frequencies are given in Figure 1. Each bar represents the percentage of the total number of borrowed books within a given field. It is readily observed that slightly more than 30 per cent of the books withdrawn from the circulation department during the week were in the field of literature. Approximately one-half of this number

¹ This study is a part of a more extensive investigation made possible by subventions from the Committee on Educational Research at the University of Minnesota and the North Central Association of Colleges and Secondary Schools. The funds from the latter source were made available by the Committee on Library Standards.

were in English literature and one-fifth in American literature. History ranks second with slightly more than 12 per cent of the total number. Economics ranks third and philosophy, fourth. The circulation in all of the other fields was less than 5 per cent

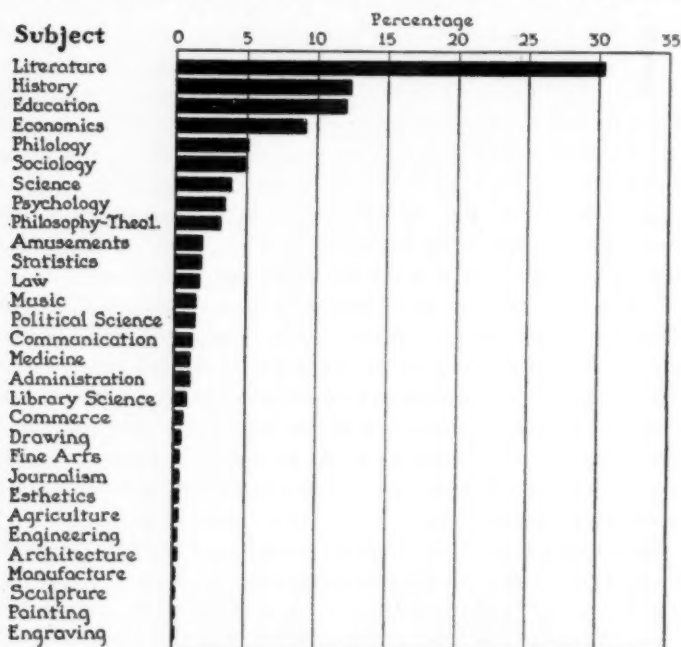


FIG. 1.—Withdrawals from the circulation department classified according to subject matter, University of Minnesota Library, December 3-9, 1930.

of the total. In order that no misinterpretations may arise, it is necessary to keep in mind that the data represent withdrawals from the general library. A number of divisions of the university such as engineering, agriculture, law, and medicine maintain separate branches for which the circulation is not included. For this reason, the percentages in these special fields cannot be regarded as representing the total library circulation on the campus. As far as the circulation in the general library is con-

cerned, however, the largest proportion of withdrawals are in the fields indicated above.

The daily totals for the number of books withdrawn from the circulation department vary from 411 to 545 books. The total circulation for the week is 2,749, giving a daily average of 458.

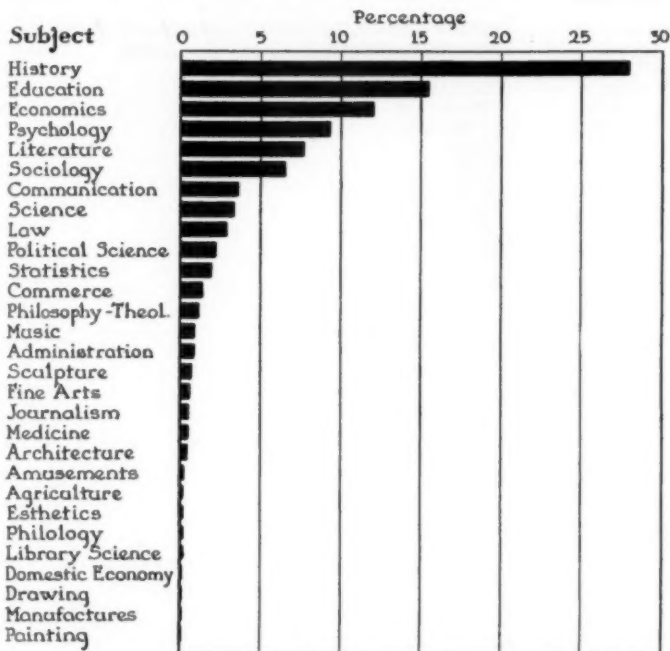


FIG. 2.—Withdrawals from the reserve room classified according to subject matter, University of Minnesota Library, December 3-9, 1930.

Circulation of reserve books.—Similar data regarding the circulation in the reserve room have been arranged in Figure 2. The bars show that the largest single proportion of reserve room books is in the field of history (27.97 per cent). Education ranks second with 15.45 per cent, economics third, psychology fourth, literature fifth, and sociology sixth. All the other fields have a circulation less than 5 per cent of the total. The daily totals

vary from 1,147 to 1,534. The total number of circulations for the week is 8,011, making a daily average of 1,335 books.

At both the circulation desk and the reserve room the proportion of books withdrawn in the various fields is consistent from

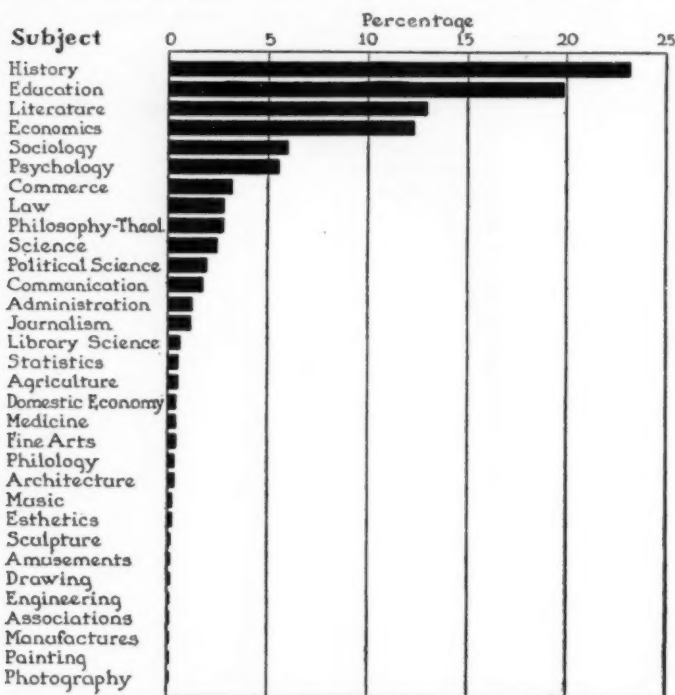


FIG. 3.—Classification of books in the reserve room, University of Minnesota Library, fall quarter, 1930.

one day to the next. To express this consistency more objectively the coefficients of correlation between the proportions on two successive days were calculated. These were found to be as follows:

	r	P.E.
Circulation desk.....	.959	±.003
Reserve room.....	.993	±.002

As the coefficients represent an almost perfect relationship between the proportions for two days, the distribution on a single

TABLE I
THE EXTENT TO WHICH RESERVE BOOKS IN VARIOUS FIELDS
ARE USED AS SHOWN BY THE PROPORTION
WITHDRAWN DURING ONE WEEK

	Number of Books on Reserve	Withdrawals	Ratio
History.....	1,652	2,241	135.6
Education.....	1,397	1,238	88.6
Literature.....	919	615	66.9
Economics.....	882	957	108.5
Sociology.....	426	517	121.4
Psychology.....	397	745	187.7
Commerce.....	222	107	48.2
Law.....	194	209	107.7
Philosophy and theology.....	191	84	44.0
Science.....	169	267	158.0
Political science.....	134	174	129.9
Communication.....	120	289	240.8
Administration.....	86	63	73.3
Journalism.....	81	44	54.3
Library science.....	43	6	13.9
Domestic economy.....	26	5	19.2
Statistics.....	33	152	460.6
Medicine.....	27	41	151.9
Fine arts.....	27	44	163.0
Agriculture.....	36	11	30.5
Philology.....	23	8	34.8
Architecture.....	19	30	157.9
Music.....	17	75	441.2
Esthetics.....	15	10	66.7
Sculpture.....	6	55	916.7
Amusements.....	6	19	316.7
Drawing.....	4	2	50.0
Engineering.....	3	.....	0.0
Associations and institutions.....	2	.....	0.0
Painting.....	1	1	100.0
Manufacturing.....	1	1	100.0
Photography.....	1	.....	0.0

day can be regarded as typical. This important fact may prove useful in future investigations.

All of the books placed on reserve during the winter quarter were classified according to subject matter similarly to those

withdrawn during the period of one week. The percentages represented graphically in Figure 3 display approximately the same subjects at the head of the list as were observed for the circulation of reserve room books. In fact, when the subjects are arranged in order of rank in the two distributions, the agreement as expressed in terms of the rank-difference coefficient of correlation is $.90 \pm .11$. In other words, the circulation of books follows closely the number of books in each field that are placed on reserve.

As an index of the extent to which the books placed on reserve are being used, the ratios in Table I have been calculated. These were derived by dividing the number of books on reserve in a particular field by the number withdrawn during the week. While the ratios do not represent the proportion of the total number of books withdrawn, they serve to show how extensively books in a given field are used. For example, the fact that for sculpture the ratio is 916.7 indicates that the books on reserve in this field, even though few, were used frequently. Books on amusements, music, statistics, and communication were used, relatively speaking, to a very great extent.

Circulation of periodicals.—A brief summary of the daily circulation in the periodical room is presented in Table II. A misunderstanding caused the call-slips to be destroyed for the first day of the period of observation. For this reason the records began a day later than in the other divisions of the library and continued for a day longer. The variation in the number of periodicals that circulate daily is from 414 to 534. The total for the week is 2,799.

TABLE II
DAILY CIRCULATION IN THE PERIODICAL ROOM
DECEMBER 3-9, 1930

DATE December	CIRCULATION
4.....	452
5.....	453
6.....	482
8.....	464
9.....	534
10.....	414
Total.....	2,799

Ratio of circulation to number of students.—While the circulation of books is of considerable interest in itself, it is of greater import to relate withdrawals to the total student population. In doing so the number of students in each division of the university with a separate branch library was deducted from the total in order to arrive at a figure that would be somewhat representative of the portion of the student body that might be expected to use the general library. The total student population for the fall quarter 1930, excluding the extension division, was 12,153 students. In the colleges of medicine, engineering, chem-

TABLE III
SUMMARY OF CIRCULATION IN THE LIBRARY IN
RELATION TO THE STUDENT POPULATION

Division of Library	Total Circulation for Week	Daily Average	Percentage of Student Population
Circulation.....	2,749	468	5.6
Reserve.....	8,011	1,335	15.9
Periodical.....	2,799	467	5.6
Total.....	13,559	2,270	27.1

istry, mines, agriculture, and law there were 3,791 students. Deducting these from the total there remained 8,362. The ratios of the circulation to this number of students are available in Table III. For the circulation desk the ratio is 5.6; for the reserve room, 15.9; for the periodical room, 5.6; and for the total, 27.1. These proportions merely provide a crude estimate of the student use of the library. It is recognized that one student may be represented several times in the total circulation for a given division or the same student may appear several times in the different divisions. The total circulation does not, therefore, represent the number of individual students. Since this is true, the ratios cannot be interpreted as the proportion of students who use the library. If such were the case they would be smaller than those given in the table. It may be said, however, that the proportion of students who use the library each day is a relatively small part of the entire student body.

Summary.—Information concerning the use of the library is important, not only because it is factual or because it satisfies curious academicians, pedantic educators, or overburdened librarians, but chiefly because it provides a basis for improved library service and a partial understanding of the divers ways in which library reading and study are stimulated. This study as one aspect of a larger investigation has shown that books in history, education, general literature, and economics comprise the major portion of library circulation. Furthermore, there appears to be a definite and almost perfect relationship between the rank order of subject-matter categories in terms of the number of books placed on reserve and the number circulating. Finally, the proportion of students using the general library during the hours of one day is small—certainly less than one-fourth. If the new freedom that college students are being given is to develop greater initiative in the realm of scholarship, an increased use of the library should become evident.

ALVIN C. EURICH

UNIVERSITY OF MINNESOTA

THE CONTRIBUTORS TO THIS ISSUE

LEON CARNOVSKY: for biographical information see the *Library quarterly*, I (1931), 476. Mr. Carnovsky received his Ph.D. degree from the University of Chicago in August, 1932, and is now an instructor in the Graduate Library School of that institution.

ALVIN C. EURICH, B.A., M.A., Ph.D., was born in Bay City, Michigan, in 1902. After graduating from North Central College in 1924, he went to the University of Maine as an instructor in speech and English. In 1925 he was appointed assistant director of the extension division, and in 1926 he received his M.A. The next year he went to the University of Minnesota where he was an assistant in educational psychology. In 1927 he was appointed an instructor in the same department, and in 1929, assistant professor and assistant director of educational research, the position which he holds at present. He received his Ph.D. in 1929. The University of Michigan invited him as a visiting professor of educational psychology during the summer of 1931. Mr. Eurich is the author of many articles that have appeared in *School and society*, the *Journal of applied psychology*, the *School review*, the *English journal*, the *Minnesota journal of education*, the *Journal of educational psychology*, and other journals. He acted as editor and collaborator of *The Changing educational world* (1931) and is the author of *The Reading abilities of college students: an experimental study* (1931).

AUGUSTUS FREDERICK KUHLMAN was born in Hubbard, Iowa, in 1889. He was graduated from North Central College, Naperville, Illinois, and received his M.A. degree in sociology from the University of Chicago in 1921 and his Ph.D. degree from the same institution in 1929. From 1920 to 1924 he was assistant professor of sociology at the University of Missouri, continuing as associate professor until he resigned to accept the position of associate director of libraries at the University of Chicago in December, 1929. Mr. Kuhlman has been active in public welfare work, including the positions of assistant director of the Missouri Crime Survey (1925) and director of the Survey of Research on Crime and Criminal Justice, made by the Social Science Research Council (1927-29). He is the author of a *Social survey of the city of Jackson, Tennessee* (1920); *The Missouri reformatory* (1922);

Pardons, paroles, and commutations in Missouri (1926); *A Guide to material on crime and criminal justice* (1929).

CHARLES H. STONE, born in 1890 at Athens, Georgia, received his B.S. degree from the University of Georgia in 1912 and his M.A. degree from the same university in 1913. After one year's work as loan assistant in the University of Georgia Library he entered the Library School of the University of Illinois, receiving his B.L.S. degree in 1916. From 1916 to 1918 he was librarian of Oklahoma A. and M. College, going from there into camp library work with the A.L.A. and serving at Camp Hancock, Camp Beauregard, and Camp Gordon. He was librarian and professor of library science at George Peabody College for Teachers from 1919 to 1927. At that time he accepted the position of librarian at the North Carolina College for Women. In 1928 there was established at the college a library school for the training of school librarians of which he has been director since its beginning. During the summers of 1928 and 1929 he taught courses in school library administration at Teachers College, Columbia University, and in the summer of 1932 he taught in the School of Library Service, Columbia University. He has contributed articles to the *Library journal*, *Wilson bulletin*, *School executives magazine*, and has given various papers at the A.L.A. and Southeastern Library Association.

DOUGLAS WAPLES: for biographical information see the *Library quarterly*, I (1931), 90.

THE COVER DESIGN

SECOND only to the Aldes in the annals of sixteenth-century Italian printing and publishing stands the house of Giunta, a house which was founded in the latter part of the fifteenth century by two members of an ancient mercantile family of Florence, Lucantonio Giunta, whose mark is reproduced on the cover, and his elder brother, Filippo Giunta.

Lucantonio Giunta was born in Florence in 1457. About 1480 he set up as a bookseller in Venice and in 1482 he published an edition of the *Dialogues* of St. Catherine of Siena. He continued as a bookseller until about 1509 when he acquired a press and worked both as a printer and publisher until his death in 1537 or 1538. As a printer Lucantonio Giunta showed considerable ability and as a business man he was shrewd and successful. He specialized in religious books in the

vernacular, a class of works which had an especial appeal to the substantial middle-class merchants of Venice.

Filippo Giunta, Lucantonio's elder brother, was born in Florence in 1450 and pursued the craft of a bookseller in his native city from about 1497 until his death in 1517. He specialized in editions of the classics and was successful, if not always scrupulous, in the conduct of his business.

The heirs of these two brothers conducted flourishing printing and publishing establishments and the house continued to prosper until about the middle of the seventeenth century. Indeed, one member of the family, so it is said, was still in the book business during the last decade of the eighteenth century and may even have continued into the early nineteenth century.

The mark of Lucantonio Giunta consists of a conventional lily—taken no doubt from the arms of the city of Florence—between the letters *L* and *A*, two of the initials of the latinized form of the name of the printer.

EDWIN ELIOTT WILLOUGHBY

COLLEGE OF WILLIAM AND MARY

REVIEWS

School library yearbook. Number five. Compiled by THE SCHOOL LIBRARIES COMMITTEE OF THE AMERICAN LIBRARY ASSOCIATION. Chicago: American Library Association, 1932. Pp. x+253. \$2.50.

The keynote of the 1932 *Yearbook* is struck in the Preface. "Rigid standards cannot be maintained and arbitrary pronouncements are undesirable. Heretofore school library standards have listed practices found in recognized school libraries. *We believe we are entering upon a new period in which scientific studies will precede the setting up of standards*, and we hope the next revision of school library standards will be evolved from such studies."

The italics are the reviewer's, used to draw attention at once to the significant difference between *Yearbook Number five* and its immediate predecessor, *Number four*. Last year we had a painstaking compilation of state laws and administrative rulings and of regional standards, still the most up-to-date and comprehensive volume available on the status of the school library under school law and the standards of accrediting agencies. But now comes the next step—measurement and restatement in the light of scientific investigation.

To be sure, the compilers of the present *Yearbook* have been unable wholly to live up to their ideal. They have sought out and published several exceedingly significant studies—two dealing with school library finance, one with the objectives, function, and administration of the junior high school library, one on the integration of library instruction with high-school social studies. But while devoting the major portion of the book to these studies, the compilers have felt the necessity for interpreting and tentatively restating certain standards concerning which there has not yet been time to make the desired scientific studies. Thus, the volume includes a *tentative* presentation of standards for elementary school libraries (pp. 3-9), badly needed to take the place of the 1925 "Certain" standards, now out of date. The reviewer calls particular attention in this tentative statement to desirable elements of elasticity. Under "Budget" the statement avoids the "should be's" of former pronouncements and confines itself to suggesting percentages for the allocation of budget items. In the same spirit, lists of equipment and supplies are offered both for elementary- and high-school libraries, together with the price of each unit, the implication being that schools should be able to buy according to immediate need, adding units as funds and opportunity dictate.

An interpretation and elaboration of the library standards of the American Association of Teachers Colleges gathers together valuable information heretofore scattered in various publications. It opens with a brief history of the

studies on which the *Yearbook* discussion is based. The reviewer is pleased to note the analysis of teachers college library staff duties on pages 23-25, and the discussion of training curricula for school librarians as related to the staff and equipment of the teachers college library. A presentation of teachers college library budget percentages (p. 27) is also significant, as is a score card based on available studies and standards.

From cover to cover the *Yearbook* is packed with useful data. Marion Horton's "Study in high school budgets" is outstanding, not only for its definite figures, but also for its suggestions relative to scientific budgeting based on factors other than enrolment. Howard H. Hicks's presentation of "The Junior high school library" is remarkable for its insight into the spirit of school library work, as well as for its scientific treatment of children's reading, budgets, circulation, attendance, and librarian load. It has remained for Mr. Hicks, a school principal, to point out to librarians that most published objectives tend to overlook the subjective values in school library work without which it becomes sterile. "We must catch the spirit of the library to understand its highest goals. These values are subjective. . . . They are concerned with the unfolding and revealing of truth in its social and spiritual sense. Factual education is indirect, a by-product. The library in its true setting seeks an informal atmosphere of naturalness. While it stands for social unity, it aims to achieve it by a high type of individualism. The library points its work toward the qualities of life that appeal to the finer senses and emotions. . . . In an attempt to adjust library ideals to school library objectives, these qualities of service have been omitted. At least they have not been definitely stated." It also remains for Mr. Hicks to set up library objectives for the teacher and for the school supervisor and administrator. This he has done admirably.

The *Yearbook* ends with a comprehensive Bibliography of school library publications (July, 1928,—June, 1932), a directory of state school library agencies and supervisors, and one of school librarians who are members of the A.L.A. It is an outstanding contribution in the field of the school library.

LUCILE F. FARGO

GEORGE PEABODY COLLEGE FOR TEACHERS

A Manual of children's libraries. By W. C. BERWICK SAYERS, chief librarian of the Croydon Public Libraries. ("The Library Association," Series III.) New York: Charles Scribner's Sons; London: Charles Allen & Unwin, Ltd., 1932. Pp. 270. \$3.00.

The aim of the "Library Association series" is primarily the same as the "American Library Association curriculum study textbooks"—to meet the needs of student librarians. It is natural, then, to attempt a comparison of Mr. Berwick Sayers' volume on children's libraries with the similar one in the

"American Library Association series," Miss Effie Power's *Library service for children*. It will be recalled that Miss Power's book was the result of accumulated current library practice in the United States. Mr. Berwick Sayers' book, on the other hand, is based on his own (British) experience as librarian of the Croyden Libraries as well as upon various authorities in the field.

Miss Power has addressed her book to a specific type of reader—the library school student. Mr. Berwick Sayers, however, deviates from the general purpose of the "Library Association series." Instead of writing for the student librarian alone, he has attempted to write a book that will meet the needs of several different groups—the student, to be sure, but also the amateur librarian, the teacher, and any adults who are interested in children's books. In his effort to interest various groups, Mr. Berwick Sayers runs the risk of criticism from each one.

The student will object to nine pages devoted to a condensed outline of the Dewey Decimal classification, and to the neglect of an important branch of library work—circulation. The teacher will be charmed with Part I, "The Book," might be interested in several chapters of Part III, "The Librarian's work," but will doubtless be less concerned with Part II, "The Children's library," as such matters as classification, cataloguing, and equipment are dealt with there.

The first two chapters seem particularly designed to meet the needs of parents and teachers. In "Children's books in the past" and "What children read to-day" is to be found an excellent introduction to the study of children's books and reading. In the second chapter the author indicates that although librarians, in common with teachers and parents, like to think that they are contributing to the development of character and better living by the encouragement of good reading, little evidence is at hand to show the actual influence of books on people. Mr. Berwick Sayers is not the only librarian who is aware of this and who would welcome additional studies in the psychology of reading.

The amateur librarian should be the most contented reader of the book, as he will find it self-contained and full of practical suggestions presented in a clear and engaging manner. At the end of each chapter is a selected bibliography to encourage further reading. How to become a children's librarian and the difficulties and compensations of being one are set forth in the Epilogue. An Appendix gives some sample examination questions relevant to their subject, which have been set by the Library Association and the University of London School of Librarianship.

MARY DUNCAN CARTER

McGILL UNIVERSITY LIBRARY SCHOOL
MONTREAL

Littérature enfantine et collaboration internationale. Children's books and international goodwill. Book list and report of an inquiry. By the BUREAU INTERNATIONAL D'ÉDUCATION. Geneva: Bureau International d'Éducation, 1932. Pp. 243. Fr. 5 (Swiss).

The rapid growth of interest in library work with children in all parts of the world has led to an increased interest in children's literature in different countries. Miss Gwendolen Rees's book *Libraries for children* and her more recent article "International library service for children abroad" have shown the progress in the international development of library work for children. Her definition of the mission of the children's librarian is a good introduction to the present publication: "The mission of the children's librarian is to introduce the world's best literature to the world's children . . . many more translations of the best literature into all main languages . . . is a crying need."

The importance of foreign literature was emphasized in a booklet *Children's books from twelve countries* published by the American Library Association in 1930. A similar viewpoint with the emphasis shifted to books which will foster international good will characterizes the book list *Children's books and international goodwill*, the second edition of which will be discussed in this review.

The *Book list and report of an inquiry* is edited by Blanche Weber, secretary of the International Bureau of Education at Geneva, and published by the Bureau. The first edition of the book list was published by the Bureau in 1929 and listed books from twenty-six countries. The present edition lists books from thirty-seven countries. An annual supplement is planned. The purpose of the book lists is to gather together, in the different countries, through the aid of collaborators, a list of books suitable for young people which would be likely to develop in children a feeling of friendliness toward other races. To attain this objective two methods were adopted: (1) concentrating on propaganda literature, and (2) selecting from the mass of books written for youth those books likely to induce in children a love for other nations. To achieve this purpose five categories were arbitrarily chosen and all books classified under these headings.

The book list is printed in both French and English. The books are given in their original languages; translations have been purposely omitted. Many collaborators claimed the right of putting translations in their country's lists. Thus the published lists are not representative of children's reading of any one country, since one must mentally add a large number of translations to the national book list; especially is this true of such countries as Africa, Mexico, and Yugoslavia. The book list is arranged alphabetically by countries and by authors under countries. Each title is prefaced by a letter designating its category and is briefly annotated. The editor has wisely avoided giving appreciations of the books mentioned, since these vary according to the person. The notes are descriptive, short, and, on the whole, very good. Illustrators

are mentioned. The age-range considered in the book list is from three to sixteen. The age-range for each title appears at the end of the descriptive note. As the editor points out in an explanatory note prefacing the list, these age figures are only a rough estimate. Full bibliographic details for every country are given in the original language so that books may be easily procured. Following the lists of books by country is a list of books, articles, and book lists on children's reading, arranged alphabetically by country. In the English list one notes several important omissions, i.e., *Moses' Children's books and reading*, Terman and Lima, *Children's reading*, and *Recreational reading for young people*.

All of the books listed form a part of the permanent exhibit of the International Bureau of Education. The collection now number 3,500 volumes. It has sometimes not been possible to procure a desired title, either because some editions are exhausted, out of print, or were not sent in time by the publishers. This has somewhat limited the selection in fulfilling the objective set up. Modern books are included in most of the lists. It is interesting to note that in the case of Russia the large majority of the books have been published since 1927. Such a collection invites investigation; for example, it would be valuable to compare the books of different countries, both from the aesthetic point of view and from that of content and make-up with regard to their appeal to youth.

The Foreword covering forty-three pages is chiefly concerned with describing the methods used in acquiring the desired material. In 1928 the Bureau undertook an inquiry, with a view to setting up an exhibition of children's books at the conference of the World Federation of Educational Associations. In order to accomplish this purpose the program of work and a questionnaire were sent to ministers of public instruction, educational associations, committees for the study of children's literature, librarians, and teachers. The reports from these sources served as a basis for collecting material for the book list. Other sources of information were: inquiries already made and published in different countries on children's tastes in reading, etc., and catalogues resulting from such inquiries, interviews with editors and managers of bookshops, teachers, parents, and children, both in and out of school, and individual opinions.

The titles thus collected were thrown into five categories: (a) books which foster world-friendship among children, (b) books which are favorites with children and give a true picture of child life in each country, (c) child classics in all countries which constitute a sort of common heritage for youth, (d) picture books, and (e) books written by children. There is much overlapping between the categories. They are in no way discrete. For example, it would be difficult to distinguish between a *classic*, described as "a book which every child reads one time or other for his pleasure," and *books which are favorites with children and which give a true picture of child life*. The editor notes this

and suggests that the second group could well be a subdivision of the first. The third group, *books which foster world-friendship among children*, includes both definite pacifist or tendentious books and those which indirectly foster national good will—in this connection it is interesting to note that the German collaborators are of an opinion that "only works possessing an artistic value can exercise a lasting influence." They eliminate all tendentious books from their lists. Thus the German collaborators indicated for this category a whole series of translations which the editor gives in its entirety. There is again overlapping between the third group and the first two.

Fortunately, the book list is arranged by country and not by subject, so that the symbols designating the group may be disregarded, especially with respect to the first three groups. In spite of explanations in the Foreword—or because of them, since in one place *classics* are defined as books which constitute a sort of common heritage for youth, and in another the interpretation given in the foregoing—it is puzzling and disturbing to find classified under the category *classics* such varied types as *Black beauty*, *Iliad*, *Gulliver's travels*, *Henty* books, *Brazil* school series, books on various handicrafts designed to guide children in the choice of a profession, books on the construction of a railroad, etc. The group, *literature by children*, is definite and has interesting possibilities for research, e.g., to compare the productions of children in different countries, etc. The *picture book* group is of great value. Picture books are widely bought by many libraries and rank high with some countries both because of their artistic merit and because they instil in children an interest in and give knowledge of other countries.

A valuable feature of the Foreword is an alphabetical list by countries, giving for each the individual collaborators and the associations who responded to the questionnaire. In certain cases, additional information is given, such as children's book evaluating bodies, research and investigations undertaken, amount and types of literature most liked in a particular country, such as poetry in Bulgaria, fairy tales in China, periodicals in Japan, etc., who writes the children's books, and languages read in sections of the countries noted. The part devoted to the United States is particularly inadequate in giving any comprehensive idea of work done in this field in America. This section serves as a rough guide to the status of children's literature in the countries listed and would be very suggestive to teachers of children's literature and all interested in this field.

Because of its subject limitation, the catalogue is incomplete in representing the literature of the countries listed and is of uneven value so far as the literary merit of the books listed, because of the emphasis placed upon the propaganda type of literature—the editor points out that even such literature is of value in that it must be looked upon as one of the new aspects of modern children's literature, and, we might add, especially in a country like Russia. However, the book list does give a number of very typical and widely

read children's books, and, since the collaborators have attempted to be guided by the preferences of the children themselves, the books listed under the category *favorites with children* should be suggestive of children's choices, and the popular books depicting child life may be considered representative of the country.

The results of the inquiry have shown that, while children's literature has reached differing degrees of development in the different countries, a real interest in children's literature is everywhere apparent. The book list is a valuable contribution to the field of world-literature for children and should arouse greater interest in the subject, prove of increasing value in stimulating translations, be suggestive for buying, stimulate research, and be helpful to librarians, teachers, publishers, and to any who are interested in the subject of children's literature in other countries.

MILDRED P. HARRINGTON

SCHOOL OF LIBRARY SCIENCE
LOUISIANA STATE UNIVERSITY

Making the most of books. By LEAL A. HEADLEY. Chicago: American Library Association, 1932. Pp. v+342. \$3.00.

On page 308 of this volume, the author makes the following statement: "Every educated person should be able to pick up a book with which he has no previous acquaintance, examine it, and, within five or ten minutes, form an intelligent opinion regarding its nature and merit."

This statement may be taken as a justification for the entire tribe of book reviewers. The author follows it with a recipe for reviewing, in the form of the three questions which follow: "What field does the book cover? What was the purpose of the author in writing the book? In view of the field which it was designed to cover and the purpose for which it was written, what is its worth?" It appears not unreasonable to apply to this volume its author's own reviewing method.

I. The present book covers not one but the following several fields: the value of reading; the psychology of reading; elementary library science; and subject bibliography.

II. The author states (on p. 310) that the purpose of the book is usually set forth most explicitly in its preface. The present volume has no preface. But it is probably unfair to conclude from this that it has no purpose.

III. The author suggests that one of the proper methods of determining the worth of a book is by a sampling of its pages. The following statements are quoted at random from the present volume.

Page 5: "The practice of using printed records as sources of information frees one from trials of observing and dangers of being misinformed." This appears to be a very good statement of the Great American Assumption that whatever is printed must be true.

Page 23: "He who is dependent for information solely upon what he hears gets only such information as others choose to tell him. But he who reads may take things into his own hands." We are to assume then that all useful information has been published in a readily available and easily readable form.

Page 40: "The basic phonetic symbols,—letters, in plain English,—represent simple vocal sounds. These are constructed quite arbitrarily." Can it be possible that the author has been depending on hearsay evidence? The study of any textbook of the science of phonetics should have convinced him that the letters in modern alphabets more often than not represent combinations rather than simple vocal sounds; and recourse to any one of several standard histories of the alphabet would have shown him that the present form of the symbols, far from being arbitrary, is the result of easily traced factors which have determined it.

Page 178: "Every library consists essentially of two parts. One is a reading, or reference, section. The other is a shelving, or stack section. The reference section contains materials to which the reader may help himself though he may not take them from the library. The stack section contains materials which the reader may take from the library though he may not help himself to them." A study of more than two hundred college libraries in the United States shows that, in more than half of them, the stacks are of open access. That is, in more than half of our college libraries, at least, the reader may "help himself" to the material in the stacks. And I wonder if the author would classify the large collections of open-shelf fiction in our public libraries as "reference material" because they are on open shelves?

Page 286: "Ordinarily, a title is entered on a [library catalogue] card as it appears on the back of the book which the card represents." Consultation of an elementary textbook in library cataloguing would have told the author that the title on a catalogue card is never (or almost never) taken from the back of a book. It is copied from the title page.

Page 303: "Thus in the notation ¹¹³_{B49}, used on page 288, B49 indicates that among the books written on cosmology . . . this particular book . . . was written by a man whose last name begins with B. Also that his name would stand almost one twentieth of the way down an ordinary list, such as a telephone list, of proper names beginning with B." It is always difficult to explain to others what one imperfectly understands oneself. The symbol B49 indicates, as a little study of the "Cutter tables" would show, not one-twentieth of the alphabet, but almost one-half.

It is manifestly unfair to judge the worth of a book by random quotations of this sort. Perhaps the results obtained here may be indicative of the value of the author's directions. For the book is not nearly so bad as these excerpts would indicate. Although its purpose is not explicitly stated, it is evidently intended to furnish a body of information about books, reading, and libraries, to the "man in the street." For this purpose, it will be useful, if the user does

not take too seriously the many assumptions which are given as statements of fact, and the not infrequent actual misstatements

The volume will be of little use to scholars. Its subject bibliographies will list no books which he will not already know, as the elementary tools of his calling. Its style, which is often simple to the point of childishness, will antagonize many people who object to being led too ostentatiously by the hand, or who object to the practice of making recondite mysteries out of the simple things of life. On the whole, however, the statement of Mr. Dudgeon which is quoted on the back of the jacket—"Should be in every library"—is possibly true. There will always be a great many people who know so little about books and libraries that even here they may find information new to them. We can only hope that the information which they find will happen to be true, as well as novel.

WILLIAM M. RANDALL

UNIVERSITY OF CHICAGO

Jahresberichte des literarischen Zentralblattes über die wichtigsten wissenschaftlichen Neuerscheinungen des deutschen Sprachgebietes. Achter Jahrgang 1931. With an Appendix, *Personen- und Sachregister des Nachrichtenteils. Zugleich Register zu Jahrgang 82 der Zeitschrift.* Edited by the Deutsche Bücherei under the direction of DR. HANS PRAESENT. Leipzig: Verlag des Börsenvereins der Deutschen Buchhändler, 1932.

The *Jahresberichte* seems to be less known among American librarians than it deserves. It is the youngest of the general periodical bibliographies which are published by the Deutsche Bücherei (except "Reihe B" of the *Deutsche Nationalbibliographie*, which began in 1931), and it completes their system. The *Halbjahresverzeichnis* and the *Fünfjahresverzeichnis* list the books alphabetically by names of authors, whereas the *Jahresbericht* classifies them, thereby answering the question: What German books have been published in a given year (the first volume covers the year 1924) about a given subject?

The question is so developed that the use of the *Jahresbericht* is the more to be recommended to students and the librarians who serve them. Its limitation is indicated by the title: only non-fictional literature and only the "most important" publishers are included. The selection is by no means narrow. Thus we find under the chief heading, "Weltanschauung und ihre Gestalten," a corner reserved for some odd publications, e.g., one which offers "the solution of the great world problem" or a novel by a writer elsewhere known as a philosopher. On the other hand, the student will appreciate the inclusion of titles of the most important articles from periodicals.

The titles are arranged in twenty-two sections, each of them under the care of from one to three experts, among them many librarians. They are responsible for the selection and the extended subclassification.

A careful reading of the subtitle explains some details of the *Jahresbericht*. The *Literarisches Zentralblatt*, to which the *Jahresbericht* serves as an annual register, is a bi-weekly periodical of the same character as the *Jahresbericht*, with the exception that it has a division for news pertaining to the scientific world and that it adds to many of the book titles short remarks about contents and scope, remarks which are mostly quotations from the book itself and which are meant to be strictly informational, although sometimes the quoted phrases imply criticism.

As in the other bibliographies of the Deutsche Bücherei the type form of each title, i.e., roman or Gothic, indicates the type in which the publication is printed, doubtless a useful feature for foreign readers.

ALFRED KRÜGER

UNIVERSITY OF CHICAGO

Subject index to the economic and financial documents of the League of Nations, 1927-1930. By ERIC C. WENDELIN. BOSTON: World Peace Foundation, 1932. Pp. ix+190. \$1.50.

The importance of political economy to the political scientist is demonstrated by the scope of the economic and financial publications of the League of Nations, which deal with the most important national and international problems, and, hence, it is but natural that these studies should be the first to receive special analytical indexing. In this volume, four important years are covered, and the indexer proposes to issue a volume for the years 1920-26 if the present one proves useful.

It will, of course, be useful. But its use will necessarily be confined to those who are familiar with Miss Carroll's *Key to League of Nations documents* and hence familiar with the documentation used by the League editors. Both general and catch-word headings are used, the latter similar to the topical headings used by the Library of Congress in its elaborate card catalogue of League documents. The general headings are mainly names of countries, and the free use of these has led to duplication. For example, both the headings "Agricultural products—Germany" and "Germany—Agricultural products" are used, hardly a permissible bibliographical practice. (Under the first is one entry, and under the second are four.) But one may be reasonably certain that nothing is overlooked, that the reader or student will be directed to everything on an economic or financial topic treated in the League's publications during the years indicated in the title.

He will be directed, however, in a roundabout way. Only those libraries which have their League of Nations documents in a special arrangement, based either on the Official or Public document numbers, will be able to go directly from this index to the material. The others will have to have Mr. Wendelin's citations interpreted by Miss Carroll's *Key*. The handling of League of Nations documents is bound to remain one of the specialized

branches of practical bibliography as long as the editors persist in referring to their papers, not by author and title, or series and volume number, but by a conglomeration of letters and numbers, which happens to be the notation used in the classification scheme found convenient for the Geneva office. It is as if the United States superintendent of documents expected us to use his classification number, "I.19.16:4" to designate the publication which we very much prefer to call either by its series, "Professional paper no. 4 of the United States geological survey" or by its author and title, "*The Forests of Oregon*, by Henry Gannett." The "Public" or "Sales" or "League of Nations publications" numbers, a parallel system of documentation established by the League editors in 1926, has not done away with the difficulty because it simply dodged the problem. The purpose of classification notation is to show arrangement or location, and only in the great manuscript collections are such notations allowed to take, in some degree, place of author and title designations. It is not proper, in a subject bibliography, instead of listing books in the conventional manner, to list only some library's call numbers of the books referred to.

What the League editors need, probably, is the advice of a committee on style. If a sound and simplified nomenclature, in French if necessary, for the dozens of bureaus, commissions, sections, and committees could be devised, and their publications consolidated in clearly titled and numbered series, these documents would at least be no more difficult than those of other political establishments. Document numbers should be continued, but for purposes of secondary identification or for the convenience of League officers rather than as cryptographic abbreviations necessitating the use of a code book.

Mr. Wendelin, however, is not responsible for the League documentation. It would have been better if the *Index* had been issued as a supplement to the *Key to League of Nations documents*. This would have permitted much clearer entries, for by following the style of the subject index in the 1930 *Supplement* of the *Key*, he could have given straight page-number references. The book is bound in an evil-smelling imitation leather.

THEODORE NORTON

LAFAYETTE COLLEGE

American book-prices current. A record of books, manuscripts and autographs sold in the principal auction rooms of the United States during the season 1930-1931; June 1, 1930 to June 1, 1931. Compiled from the auction catalogues and edited by MARY HOUSTON WARREN. New York: R. R. Bowker Co., 1932. Pp. xvi+829. \$20.00.

This is the thirty-seventh issue of *American book-prices current*. It keeps up the same high standard of bibliographical excellence. To one who has never done this kind of work the thought of it is almost overwhelming. The careful

gathering of the material, the necessity of inclusion of details which are not only necessary for full understanding in commercial bibliography but valuable for research, the exclusion of certain other details found in the catalogues, the arranging, the printing, the proofreading—all require a foundation of knowledge, plus carefulness, accuracy, persistency, which is far beyond the average person and generally beyond the average scholar. For years this has been done in England and America for the auction prices of books, and it is a tribute to our American bibliographical scholarship that the older English publication accepted the American arrangement in 1914.

The review of the year's sales, which forms a Preface to the book, is always interesting. For libraries the information wanted is, Have out-of-the-way desired books been available the past year for purchase? The answer for 1931 is yes. Secondly, have prices fallen? Here the answer is that there were some very high and some very low prices on rarities. Since many libraries were not able to buy so much at auction or second hand this past year, perhaps the prices do not mean so much immediately, but the librarian must keep the book market in mind for the next period of purchasing and must bear in mind that in the era of falling prices the probabilities are that book prices will be among the last to go down.

There has arisen a technique in the use of this book which brings satisfactory results to the expert. Among these are the book dealers, the professional bibliographers, the old book or order department of a library, and sometimes the private collector. On the other hand, the amateur in any of these lines may flounder or fail to get results desired. As a consequence, the field of sale for the book is limited. Only the technicians are inclined to buy. (The others borrow.) Therefore the sales price is high. "Outrageously high" say some users. But it is greatly to be feared that the business law of increased sales at lower prices would not bring in commensurate results. Therefore, the edition must be limited (950 copies), and the real user mingles with his regret at parting with so much money for the book a sincere hope that the publishers will not be mulcted to such an extent that they will cease providing for its publication.

The Preface says two more auction houses are included in last year's lists, making nine in all, and that this makes five cities where auctions were held. (We count six.) This, of course, is an increase after a period of decline. There used to be more. Is it better for the second-hand book trade, and incidentally for the compiler of *Book-prices current*, that the auction houses be limited and centered, or would it be better to decentralize? Here are possible thesis topics: the history of book auctions in the United States, or their present status, or proposed plans for book auctions.

One or two points more. Broad-sides went out as a separate heading in *American book-prices current* after 1922; autographs and manuscripts began to be listed in 1924 (except for 1925). The variable quantity in this latter class of material is so great that there might arise in the mind of the seeker after

book-prices a question as to its value. Could the cost of the book be reduced by omitting the compilation and printing of this, which amounts to 166 pages out of a total of 829? It ought to be done somewhere, of course, by some one, and after all it is mostly auction material. Nevertheless the possibility of making two publications ought to be considered by the publishers, as there is a certain difference of clientèle among purchasers. One other point to be mentioned is that all users of *American book-prices current* will be glad to have another Index. The 1922 compilation is still very useful, but a new one, which would include both post-war highs and depression lows, would be helpful.

AUGUSTUS HUNT SHEARER

GROSVENOR LIBRARY
BUFFALO, NEW YORK

Jahrbuch der Bucherpreise. Ergebnisse der Versteigerungen in Deutschland, Deutsch-Osterreich, Holland, Skandinavien, der Tschechoslowakei, Ungarn. Prepared by GERTRUD HEBBELE. XXVI. Jahrgang: 1931. Leipzig: Otto Harrassowitz, 1932. Pp. xiii + 342. Rm. 30.

A bookseller's catalogue often makes interesting reading. The publisher's trade list and the annotated catalogue of a good antiquarian dealer is each, after its kind, a document of literary history. One may catch, from either, glimpses of men, manners, and ages in various aspects. Even in a current auction record—though it is only an enumeration—the bookman can trace through the interplay of supply and demand the human factor.

This is true of the new *Jahrbuch der Bucherpreise* for 1931. It is significant of the times that this, the twenty-sixth issue of the series, should be so slender, 342 pages in comparison with the 457 of last year. But there is no drop from the high bibliographical standard maintained by Gertrud Hebbeler, the compiler, during her long activity. Sixty auctions are recorded: thirty-nine German, twelve Austrian, seven Dutch, and two Czechoslovakian. With her unfailing instinct for what bookmen will find important, Miss Hebbeler has selected from these sales some five thousand items of incunabula, literature, illustrated books, first editions, and art publications and arranged them under one alphabet. A helpful feature here is the careful annotations for binding and condition, points which are indispensable if the price record is to be interpreted correctly. Formal bibliographies, also, are generously represented. There is likewise included, as has been customary in recent years, a certain number of modern limited editions and private press books to meet the needs of European collectors who have turned more and more to the cult of fine printing. Each volume in this group is recorded twice: once under its press and again in the usual author entry.

The record seems to indicate a definite decline in the buying power of

Austria, while Germany maintains a level equivalent to that of Holland. From the trend of prices it is also evident that modern imprints, first editions, woodcut books, and illustrations of the French *dixhuitième* are in most demand.

Among the maximum prices of the year will be noted:

- Goethe, *Römischer Carneval*, 1801: Rm. 2650
 Schiller, *Die Räuber*, 1781: Rm. 1950
 Chaucer, *Works* (Kelmscott Press), 1896: Rm. 2200
 Dürer, *Die Grosse Passion. Die Apokalypse*: Rm. 9500
 Colombo, *Chr. Epistola de insulis nuper inventis*, 1493: Rm. 10200
 Wagenaer, *Spiegel der Zeevaert*, 1596: Rm. 5200
 Holbein, *Les simulachres*, 1538: Rm. 3900
 Ptolemaeus, *Liber geographicus*, 1511: Rm. 1620

The *Jahrbuch* is again attractive in its typography and its binding. It will undoubtedly be a welcome reference tool for the librarian, the dealer, and the collector.

LUDWIG SCHÜZ

NEWBERRY LIBRARY
 CHICAGO

The Personnel bibliographical index. By W. H. COWLEY. Columbus, Ohio: Ohio State University, 1932. Pp. 433. \$4.00.

"This volume is presented as an instrument of research, as a tool for the investigator and administrator interested in student personnel problems. So rapid has been the spread of the personnel movement in American colleges and universities during the past decade, and so voluminous has been the resulting literature, that a reference guide to the field has become an urgent need. The present volume represents an attempt to meet that need."

Student personnel administration is defined ("Assumption Number Three") as "the administration of all university-student relationships aside from formal instruction," and "divides itself logically into individualized services, administrative services, personnel research, and co-operative research services" ("Assumption Number Five"). Individualized services include counseling in educational, vocational, and personal-adjustment matters, discipline, placement, health, loans and scholarships—i.e., individual rather than group relationships; administrative services include admissions, Freshman orientation, intelligence testing programs, extra-curricular activities, housing personnel record-keeping; etc.

Within this definition, the author has been thorough in his own study, to the extent of reading and analyzing 4,902 titles (nearly all periodical articles, of course), but in the published work has been selective to the extent that he "tossed aside as irrelevant or trivial" no less than 2,719—an interesting if perhaps not surprising figure.

The work gains further critical importance by variations in printing type in index and annotations: bold-face indicating major importance; italics, more than usual importance; roman, ordinary importance.

The bibliographer cannot but give enthusiastic welcome to a bibliography in threefold arrangement—subject index, annotated list, and author index. The second and main part is not quite accurately named "Annotations," since it really contains the main entries (author, title, imprint, and collation) followed by annotations. The annotations are of two sorts: "descriptive annotation" (i.e., brief general note or abstract of content) and "index annotation." This latter is perhaps the most interesting feature of the book from the point of view of bibliographical technique, since it follows—or parallels?—the library-catalogue practice of tracing subject entries on main-entry cards. Cataloguers should be encouraged by this evidence that at least and at last one bibliographer outside the library profession so thoroughly appreciates the value of "tracings"! Cataloguers may also profit by observing the superiority in concreteness of the minute index entry over our more general, or, at best, less specific subject entries as guides to the full contents of the book or article.

The obvious advantage in completeness of the index annotation over the "descriptive" has led the author to ask the reviewer's opinion as to omitting the descriptive annotation from future supplements and editions. This raises the question of definition of the term "descriptive annotation," which the author uses not in the sense common in library parlance but as an equivalent of something like general contents-note or abstract. If the author means it as a general contents-note, as appears in some cases, it does of course merely duplicate, and partially at that, the indications given in the index annotation; but an abstract can tell, as the index annotation cannot, not only what is discussed, but how—the manner, the point of view, etc.

Since there are subject and author indexes, one would expect to find the list itself ("the Annotations") in classified or perhaps chronological order, and it is a surprise to find no apparent system of arrangement. In the course of a pleasant correspondence, the author has pointed out the serious difficulties of classification in such a specialized field—the most serious one being the number of titles that are of equal importance under two or more topics. Nevertheless a librarian who is, like the reviewer, sufficiently ignorant of subject matter would probably find classification at least feasible. In a hasty experiment with the first hundred titles, for example, the reviewer classed only three or four titles each under general headings such as *Personnel work general*, *Counseling general*, etc., as compared with fifteen or twenty each under such topics as *Mental hygiene* and *Freshman mortality*. A number of titles would call for double entry, to be sure, but this number would be minimized by the elaborate subject index.

This subject index is an impressive piece of work. It is minute, to exhaustiveness, and elaborate both in the importance-rating of the references by

three different faces of type and in the extensive, if not extravagant, use of double-entry, triple-entry, etc., instead of cross-references. The reviewer noted very few inconsistencies, like the omission of either second entry or cross-reference for *Army Alpha* under *Intelligence tests*. If some general headings, duplicating specific headings, seem superfluous (e.g., *Criticism, Definition, Principles*), perhaps they seem so only to the reviewer; and if, for example, the entry *Admission—Reasons for going to college* seems inappropriately chosen, the reviewer has no better alternative to suggest than *Entrance* (which occurs in Miss Voegelien's *List of educational subject headings*, with cross-reference under *Admission*).

Since the index contains no reference to libraries or student-reading, the author was asked in correspondence: "Is the library really unexplored in personnel research? Has no one ever made use of the circulation records, say the list of books read by a given student as symptomatic of the student's tastes, mental welfare or what not?" The reply is significant: "... most of the reading students do is connected with formal courses. To the extent that a librarian develops a plan to assist students in their personal reading, that would be personnel administration, but I have seen no literature on the subject. Do you know of any?" Such references as the reviewer has been able to suggest are not very promising candidates for inclusion. Can readers of the *Quarterly* supply material of this sort?

In general, since this "pioneer effort" is so remarkably painstaking and successful, and since supplements are already being planned, any assistance and support which librarians may be able to give will be well merited and, in all expectations, put to good use.

HENRY BARTLETT VAN HOESEN

BROWN UNIVERSITY

A Charter for the social sciences in the schools. Drafted by CHARLES A. BEARD. New York: Charles Scribner's Sons, 1932. \$1.25.

This document is Part I of the "Report of the Commission of the Social Studies" of the American Historical Association. It is an attempt to define the objectives of the study of the social sciences in the schools. Besides its intrinsic value as an expression of these objectives, it has another and perhaps greater value to the profession of librarianship. Since libraries depend for their value upon their effect upon society, any science of librarianship must be a social science. It must therefore adhere to the imperatives set forth in this charter. Teaching and research in the field of librarianship must have as criteria the same definitions that apply to other social sciences. The only justification for the term "library science" is a strict adherence to these criteria.

The first of these is found on page 2 of the study:

Scholarship has its own imperatives. To say that science exists merely to serve the instant need of things, causes, or parties is to betray a fatal ignorance of inexorable

movements in thought. Equally objectionable is the conclusion that in the selection, organization, and presentation of materials, science can ignore the requirements and demands of the society which sustains it, the society in which it flourishes—the requirements and demands of a world actually wrestling with problems and insisting upon answers, provisional, perhaps, but still answers of the highest conceivable validity.

This means that our schools of library science and particularly our research organizations cannot be expected to spend their time in an attempt to satisfy the temporary demands of the profession. They are not bureaus of information nor corporation lawyers furnishing justification for the acts of their clientele. On the other hand, the problems with which they should be concerned must be drawn from the unattained objectives of the profession. They must not spend their time on purely academic problems, the solutions of which are either impossible or useless.

Another of these criteria is found on page 5:

Scholars must deal with ideas, facts, and opinions as stubborn as those which society imagines to be the ascendant realities of the present, and they must report what they find or keep silence.

This means that in a library science, as in any other science, the truth must prevail, even though it overturns traditional and basic assumptions upon which the present order is built.

This idea is further enlarged on page 8:

Wherever they labor they must have before them one object—the truth about the matter under inquiry, whether small or great. If that is not their goal, what other alternative is possible? And if their method is to be characterized by a single constricting adjective, it must be the word "scientific." . . . Those who follow it say, in effect, "give us all the pertinent facts available about the situation in hand, accurately and precisely disengaged from rumor and mythology; let us assemble and arrange them with primary reference to their inner necessities; let us view them with calm detachment, eliminating as far as humanly possible all our immediate interests and preconceptions; let the ordered facts speak for themselves to those who have ears to hear, trusting the event to a power beyond ourselves.

On page 11, however, the author sounds a note of warning:

Yet in applying it [the scientific method], the scholar is aware of its limitations. He knows that it is workable only in the narrow land of rational certainty, relative, conditional, experimental. He has seen so many discredited theories and convictions scattered along the path of humanity that he is forever on guard against resorting to case-hardened dogmas in his own field.

This means that since no one can know with relation to any problem that all the evidence is available, no answer given by a scientific method can be considered as more than provisional. All conclusions may be changed by added information. All that the scientists can hope to say, therefore, is this: According to the facts which we have, carefully considered, and carefully controlled, this is the conclusion which is inevitable. But this conclusion may be changed by future facts.

The library profession, in considering and evaluating the research institu-

tions of their profession, will do well to remember the quoted statements. They proclaim at once the possibilities and limitations of the scientific method as applied to librarianship.

WILLIAM M. RANDALL

UNIVERSITY OF CHICAGO

The History of taste: an account of the revolutions of art criticism and theory in Europe. By FRANK P. CHAMBERS. New York: Columbia University Press, 1932. Pp. xi+342. \$4.25.

The author means *The History of taste* to be a contribution to a hitherto little-developed field. Containing the substance of lectures on the history of taste in Europe, in the arts of painting, sculpture, and architecture, the treatment of the subject is original in the selection of literature of the various periods as sources of criticism. "For the modern reader the safest source of mediaeval aesthetics is mediaeval literature. Only by allowing mediaeval authors to speak for themselves it is possible to make any just estimate of the thoughts and feelings of their time. Ancient monuments, especially in their present day nakedness, are unreliable guides, for they are invariably misinterpreted by the language and mental habits of an alien criticism."

This viewpoint is interesting for discussion and enlightening for research, but the value of the author's selection of the less known material, instead of the better known, is not always proved. Nor can we agree with him entirely that the various comprehensive histories of aesthetics cover a "narrower field." But his work may well be considered an important supplement to these histories in studying the fundamentals of standards of criticism.

Dr. Max Schoen, head of the psychology department, Carnegie Institute of Technology, and the author of several books on aesthetics, is interested in having this book for use, and says, "it gives in a most readable style the story of the gradual emancipation of art and the artist from the stifling clutches of the church and the academies; and the subsequent freedom of the artist to give expression to his creative powers in any form or medium that suited his need."

The book is extremely well arranged for study, the ten chapters being summarized in the conclusion. In an Appendix, "The Cycle of antiquity," the author traces the evolution of taste in ancient times, finding it analogous at every step to the modern cycle.

WINIFRED DENNISON

CARNEGIE INSTITUTE OF TECHNOLOGY

A Planned society. By GEORGE SOULÉ. New York: Macmillan, 1932. Pp. ix+295. \$2.50.

The author, one of the editors of the *New republic*, presents in the ten chapters of this book much stimulating food for thought. The subject upon which

he writes is, of course, not a new one. Ever since Plato discussed his *Republic* suggestions have appeared from time to time for a planned society. A few of them, like More's *Utopia* and Bellamy's *Looking backward* have caught the attention of their generations in a special way.

But Soulé's book is not a popular romance like *Utopia* or *Looking backward*. It is rather a popular treatise on economics, written in an interesting and limpid style. The machine age in which we live is so different from Plato's and More's, when industry was mostly confined to the home or to the bazaar, that today the question of social economics receives the greatest attention. Whether this disproportionate concentration on economics is hastening or hindering the appearance of a planned society is a question worth thinking about. After all, it takes more than bread to satisfy humanity.

The author of *A Planned society* makes us wait until the ninth chapter before he divulges his views on the essentials of a more perfect social order. Even then he very modestly presents them as "desirable goals." His three suggestions are:

1. *Wages and farm incomes* must be increased as ability to produce what is meant to be bought with these incomes increases.
2. *The investment of new capital* in productive facilities must be adjusted to the purchasing power which is going to be available to absorb the product of these facilities. It must not be first expanded too rapidly, and then contracted, as it now is, but must proceed regularly.
3. *The extension of credit* to individuals, investors, or business concerns must be related to reasonable expectations regarding the use of that credit in actual consumption or production. Speculative expansions and contractions in credit must be avoided.

One unusual feature of this book is the caution with which conditions and remedies are discussed. The author is fully aware of the enormous difficulties in the way of analyzing with certainty the ills of society and of applying the remedy if it can be found. This very cautious attitude makes the book all the more valuable. The reader feels that he is being shown every angle of the complex problem, and that his guide is more anxious to find the best solution than to exploit a pet theory.

A number of the chapters of this volume should prove valuable to librarians as sources of information for inquirers. Chapter i, for example, is an admirable bird's-eye view of the decade, 1920-30, including a survey of the significance of the newer literature which appeared during that period. Chapter ii discusses the weaknesses and strength of the democratic idea of government. Liberalism is considered in the third chapter, and theories of social revolution in the fourth. In the seventh chapter there is an illuminating discussion of the lessons to be learned from the planning that was done during the World War. The author believes that some very important principles became apparent through the successes and failures of our war planning.

In conclusion, we may add that chapter viii gives a clear and unbiased picture of what Russia has been endeavoring to do during the last five years, and the lessons we may learn from her efforts.

I. O. NOTHSTEIN

AUGUSTANA COLLEGE AND THEOLOGICAL SEMINARY

The Liberal arts college. Based upon surveys of thirty-five colleges related to the Methodist Episcopal church. By FLOYD W. REEVES, JOHN DALE RUSSELL, H. C. GREGG, A. J. BRUMBAUGH, L. E. BLAUCH. Chicago: University of Chicago Press, 1932. Pp. xxxv+715. \$4.50.

This volume is a document prepared by professors of education at the University of Chicago, the University of Kentucky, the North Carolina College for Women, and the business manager at Albion College, setting forth in detail conditions in the thirty-five colleges surveyed and making general recommendations concerning the standards and improvement of these institutions. The material is fully reported and discussed under such diverse chapter-heads as the following score of samples from the entire seventy-two: "Aims of the institutions"; "Enrolment trends"; "Occupational analysis of graduates"; "Boards of control"; "Internal administrative organization"; "Plant facilities and conditions"; "Building programs"; "Departmental and divisional organizations"; "Course offerings"; "Curricula in special fields"; "Graduate work"; "Faculty service loads"; "Faculty salaries"; "Extension activities"; "The Counseling of students"; "Student government and discipline"; "Financial accounting"; "Budgetary procedure"; "Expenditures and economic costs"; and "The Future of the college."

College librarians will recall an article published in the *Library quarterly*¹ by two of the authors of this book. The sanity and wisdom of that article will lead readers of this book to have high expectations of the more extended pronouncements of these authors on the libraries of the institutions which they have surveyed. Such expectations are fulfilled. The authors acknowledge their indebtedness to Professor William M. Randall for his assistance both in first-hand investigations and in the criticism of their manuscript.

Chapters xv-xviii deal specifically with libraries. Chapter xv, on "Library plants," divides its material under the place of the library in a modern college; library buildings; library reading rooms; staff rooms; library offices and work rooms; other library plant facilities; and criticisms of library plants. Chapter xvi, on "Library staffs," includes material on the size of the staff, the training of the library staff; faculty rank of the librarian; and salaries of the library staff. Chapter xvii, on "Library administration," discusses the responsibility

¹ Floyd W. Reeves and John Dale Russell, "The Relation of the college library to recent movements in higher education," *Library quarterly*, 1 (1931), 57-66.

of the librarian; departmental libraries; administration of the library budget; policies regarding gift collections; the routine of ordering books; records and statistics; charging systems for books; classification and cataloguing; and efforts to familiarize students with the use of the library. Chapter xviii, on "Book collections," treats of the size of the book collection, annual accessions; policies regarding duplicate copies; periodicals; library holdings in selected fields; and the use of other libraries. Chapters are illustrated by statistical tables and graphs. This material does not attempt to constitute a complete and detailed treatise on college library administration, but college librarians will find an array of reports and suggestions that will inform and stimulate.

In addition to the reports of actual facts discovered in their investigations of the colleges, the authors include statements of desirable standards and recommendations for improvements in procedures and attitudes. Typical statements—that, it should be remembered, come from impartial specialists in the field of education, not from overzealous librarians—which librarians will heartily approve are the following: (p. 146) "The college library of the future, if it is to serve adequately the needs of the institution, must become the centre of academic activities"; (p. 159) "The librarian in a modern college needs to be much more than a mere keeper of books. . . . Any arrangement whereby the librarian is made directly responsible to a committee of the faculty seems both unwise and unnecessary. While a faculty committee may well function in an advisory capacity to the librarian, where matters of general policy are concerned, it should never be given direct authority to supervise the work of the librarian or to deal with the routine administration of the library." Concerning departmental libraries (p. 161), "The most satisfactory solution of the problem, as observed in these thirty-five colleges, is a complete centralization of the administration of the entire library service, with the policy of loaning, more or less permanently, small laboratory collections wherever needed, these to remain, however, under the central library administration"; (p. 163) "It is doubtful if a satisfactory budget can be constructed without a large amount of advice from the librarian"; (p. 178) "A frequent and careful culling and a discarding of unneeded duplicates is essential in any library which follows the policy of purchasing duplicate copies in considerable number." These are random statements and recommendations set down to give the reader of this review an opportunity to savor for himself the disposition of these authors to allot to the librarian his authoritative place in the academic organization.

There are few and minor statements to which this reviewer would take exception. For example, even though the statement is hedged about with suggested restrictions, it does not seem that "it is probably a wise policy in planning a new library building to include . . . extra space (that) can be used for class rooms, or other purposes until, in the normal course of expansion, the library has need of it." It seems at least debatable that full-time as-

sistants, while working under the direction of a competent librarian, should preferably have a minimum professional training of at least one year, but may have academic training of less than the Bachelor's degree. In discussing the factors that should be considered in allotting departmental book budgets, the authors fail to take into consideration such factors as the number of instructors in a given department, the number of courses offered by the department, and the relative insistence of the department head on a generous share of the fund. In discussing the size of the staff the authors do not make it clear that the size of the staff depends, not chiefly upon the number of students enrolled or upon the size of the book collection, but rather upon the varieties and scopes of the service offered by the library.

Although chapters xv-xviii are those primarily concerned with the library, librarians will find it worth their while to read the entire book. In the chapter on "Business management," for example, there is the suggestion of a plan for the co-operative purchase of library books which might save the colleges enough to enable them to obtain 20 or 25 per cent more books with their limited library appropriations. In the chapter on "Educational costs classified by function," there is a table showing the expenditures per student for the library as ranging from \$2.85 in one institution to \$21.61 in another. Moreover, in addition to these specific library applications of the material in other parts of the book, the college librarian, who should share in a knowledge of the complex and fascinating series of problems connected with the financial, educational, and social control of his institution, will find throughout the volume a profusion of facts, suggestions, and comments that will well repay the time devoted to its reading.

CHARLES B. SHAW

SWARTHMORE COLLEGE

Internationaler Jahresbericht der Bibliographie. The year's work in bibliography. Annuaire international des bibliographies. Edited by DR. JORIS VORSTIUS. *Zweiter Jahrgang 1931.* Leipzig: Otto Harrasowitz, 1932. Pp. v+52. Rm. 5.

This annotated list of the more important bibliographies published in 1931, including new volumes of works still in progress, is actually the third international survey, the second issued under the present title, edited by Dr. Joris Vorstius, Bibliotheksrat on the staff of the Preussische Staatsbibliothek in Berlin.

The first list, comprising 198 titles, appeared in Volume III (Nos. 2, 3) of the *Archiv für Bibliographie Buch- und Bibliothekswesen* under the title *Kritischer Überblick über die bibliographische des Jahres 1929*. The compilation of such a select, critical list of the important bibliographies of the year (general, national, and subject) appears to have been suggested by Miss Mudge's use-

ful annual lists of reference books. The surveys for 1910-28 were published in the *Library journal*; those for 1929 and 1930 have been issued by the American Library Association. Dr. Vorstius' selection is limited, however, to bibliographies and to works primarily bibliographical in content.

The basis of the current *Jahresbericht*, as of the two preceding issues, is the exhaustive *Internationale Bibliographie des Buch- und Bibliothekswesens* (formerly a supplement to the *Zentralblatt für Bibliothekswesen*, but since 1926 a separate publication) of which Dr. Vorstius is now the principal editor. Dr. Vorstius has also contributed chapter ii ("General and national bibliographies") to Volumes II and III of *The Year's work in librarianship*, edited for the Library Association by Arundell Esdaile of the British Museum (Volume I, 1928 ff.).

An examination of chapter ii in the 1929 issue indicates that the material is essentially the contents of the first and second sections of the *Kritischer Überblick* for 1929, mentioned above, excluding the subject bibliographies comprised in section 3. A similar comparison of sections 1 and 2 of the current *Jahresbericht* will have to be deferred until the appearance of the fourth volume (1931) of *The Year's work in librarianship*.

The 1931 *Jahresbericht* includes 209 titles listed in footnotes to the descriptive and critical commentary. The list is divided into three sections: (1) Theory of bibliography and general international lists (19 titles). (2) General national bibliographies, grouped by countries in alphabetical order (47 titles). (3) Subject bibliographies, broadly classified (143 titles). There is a detailed index of authors, titles, and subjects.

As a whole, the *Jahresbericht* forms an extremely useful conspectus of the principal bibliographies of 1931, and will be welcomed by university and large reference libraries both as a current aid in bibliographical reference work and as a guide in buying. Publisher and price would have been helpful additions to the careful bibliographical descriptions.

A noteworthy feature is the inclusion of some 43 titles published in or relating specifically to countries in eastern and southeastern Europe and in Asia, principally Japan, a field in which English and American lists are usually lamentably incomplete. Twelve important titles in varied fields afford evidence of extraordinary bibliographical activity in Soviet Russia.

Two statements in Dr. Vorstius' survey merit friendly correction. In commenting on the *List of serial publications of foreign governments 1815-1930*, sections 1-6 (p. 5, No. 19), he says, "As is already expressed in the title, the United States and Canada have been excluded from this international list." Canadian government publications are included in section 7, just published, but the expression *foreign governments* in the title clearly implies omission only of the United States. In referring to the *Essay and general literature index* (p. 15, No. 59), Dr. Vorstius remarks that the indexing of the contents of collections (*Sammelwerke*) had not been previously attempted, or, if so, only in-

cidentally ("bisher überhaupt nicht oder nur nebenher versucht"). It should be recalled that the *Essay index* is the direct successor to the *A.L.A. index to general literature*, of which the second edition, enlarged, was published in 1901, and its *Supplement*, published in 1914. Together these two volumes index the contents of the more important and useful collections through 1910. The new index includes only works published since 1911. A considerable amount of such indexing has also been included at various times in the periodical indexes published by the H. W. Wilson Company.

With a few exceptions (e.g., Ebisch and Schücking's *Shakespeare bibliography*, p. 21, No. 87), individual bibliographies are not included. A long list will be found in the 1931 *Internationale Bibliographie des Buch- und Bibliothekswesen*. Likewise, the current issues of the numerous annual subject bibliographies are not listed with the exception of a new title (*The Year's work in modern language studies*, p. 19, No. 81) which is here noted for the first time. The *Index bibliographicus* (p. 2, No. 7), the second edition of which, edited by Godet and Vorstius, was published in 1931, records this extensive class of specialist bibliographies.

Within the scope of the *Jahresbericht* it seems to the present reviewer that Dr. Vorstius has made an excellent selection. The only serious omission that comes to mind is Volume III of Talvart and Place, *Bibliographie des auteurs modernes de langue française (1801-1927)*, which, although published in December, 1931, may not have been received in time for inclusion. It seems somewhat surprising that the year's report contains no mention of Greece or of classical philology.

CHARLES F. MCCOMBS

NEW YORK PUBLIC LIBRARY

The Reader's guide to Everyman's Library, being a catalogue of the first 888 volumes. By R. FARQUHARSON SHARP. With an essay by ERNEST RHYS. ("Everyman's library," No. 889.) London: J. M. Dent & Sons, Ltd.; New York: E. P. Dutton & Co., Inc., 1932. Pp. lxiv+256. 2s. 6d.

The appearance of this catalogue and guide to "Everyman's library" offers a fitting occasion to the editor and the publisher to present an account of the growth and development of this library and the struggle to carry out the ideas of the founder. Ernest Rhys, connected with the venture as editor from its inception, writes delightfully of his association with J. M. Dent from the presentation of the first plan to the publisher in 1905. The higher level of literary workmanship that has distinguished the introductions written by Mr. Rhys for many volumes of "Everyman's library" is found in this short history of the expansion of a great purpose. Something of the quality of mellowness and pleasant perspective, which pervades the *Memoirs of J. M. Dent*,

published after his death, are found here. There is justifiable pride in the tale of the efforts necessary as the plan expanded—a plan which has put into the hands, or the pockets, of untold numbers of readers, the book which they urgently wanted and which, had Everyman's not been available, there would have been small chance of their owning or reading.

To the reader accepting without much thought the well-known form of this series—the readable page, the paper, the color of binding indicating the subject of the book, the fitting quotations used as mottoes, the broad, scholarly, inclusive selection of titles—the history of its development is interesting and stirring. The choice of Boswell's *Life of Johnson* as the first volume of the series is indicative of the sentiment as well as a standard of selection that has been broadly adhered to. There have been struggles with questions of copyright and translations; there have been doubts and debates over inclusion and exclusion. Popular comment has been weighed and a proper importance attached to it. The very size of the demand and success of the venture in the early days was an embarrassment. The difficulties and uncertainties continue as the series grows. The comprehensiveness of the library caused Sir Edmund Gosse to say, we are told, "A cosmic convulsion might utterly destroy all the printed works in the world, and still, if a complete set of Everyman's Library floated upon the waters, enough would be preserved to carry on the unbroken tradition of literature."

In the compilation of the *Reader's guide*, itself, the catalogue of these first 888 volumes, by Mr. R. Farquharson Sharp, sometime keeper of printed books at the British Museum, we have an admirable and suggestive list, with annotations, dates, brief but interesting bibliographical details, a handy book for every man, a guide for selection and for reading that may be of use in many places.

The cross-references are full enough to satisfy the most inverted questionings of the casual reader. It is in this list that one is impressed forcibly with the distinction in choice, with the diversity of appeal, that is made by this Library. The wide range of authors is strikingly evident. Though the quibbling librarian, with an eye for a book which may easily be rebound, may find something to complain of in the margins of the page, the broader public, the reader who wishes to own as well as to read his volume, may take this occasion to express what the reviewer feels is due to those who are responsible for these books—that is, a sense of gratitude and appreciation. Here is a wide field for choice, here are the great books by the masters of all time, here in reach of every man is a collection of volumes—inexpensive, but never cheap. The catalogue of 889 titles in this library may well prove a useful addition to any reader's or librarian's bookshelf.

JENNIE M. FLEXNER

NEW YORK PUBLIC LIBRARY

Introduction to the history of science. Vol. II, *From Rabbi Ben Ezra to Roger Bacon.* By GEORGE SARTON. Washington: Carnegie Institution, 1931. Pp. xxxv+1251. Two parts, paged continuously. \$10.00.

Sappho has spoken of Eros as γλυκύπικρος, "sweetly-bitter." This term has long since been tarnished through its abuse in the hands of confectioners and florists, yet it is too precious a conception to be lost completely. It does describe accurately that complex of contradictory emotions that is often felt in the human heart.

And so we may boldly declare that librarians will be joyously sad as they examine these massive volumes. They will be happy because the work does so much more than its title would indicate. It is called an "Introduction," but it is really a treatise and a repertory of almost encyclopedic magnitude. It is called a "History of science," but is rather a history of the whole range of learning.

In the literature of scholarship a definite type has been evolved so that now any book labeled as a history of science is presumably of a definite pattern: a documented and critical record of the progress of discovery in the particular field of phenomena that is under examination. The literature of this type is already extensive. For nearly every department of modern scientific studies we have one or more books which tell us how we have come to be in possession of our present knowledge. But almost invariably these books are written from what is recognized in literary history proper as the classical point of view, that is, all of the works discussed are projected on a single plane, and there they are compared as though they were contemporaneous. In literary history the sole standard is aesthetic accomplishment, in scientific history it is the attainment of ultimate truth. So far as the present reviewer is aware, it is only in the field of mathematics that we have to stand beside a David Eugene Smith's *History* of the classical type, such another work as G. A. Miller's *Historical introduction to mathematical literature*. One might liken the first to a description of the building of an edifice, and the second to a record of the people who have lived and worked in it.

While there can be no doubt that the librarian must know a great deal of the history of science of the first type, it is equally certain that in his routine he will be vastly more concerned with matters that fall under the second category. For one occasion when he must handle the works of the founders of science there will be many times when he must deal with digestors, the elaborators, and the expounders of the principles that these great men have established. With such writers, whom he deems of secondary magnitude, the classical historian of science must, of necessity, have but little concern. Thus the librarian is left to win for himself whatever knowledge he shall ever obtain of the work-day literature of ordinary scholarship. But now a pioneer has penetrated the jungle. For the first time, in English, at least, the whole range

of learning is surveyed as a single historical field. We are given a competent record, not merely of the minting of ideas, but of their currency in intellectual life. Or to change the figure a third time, we now have an account of common men where before we had only that of kings and conquerors.

For all this the librarian will be deeply grateful and come to regard this book as one of the indispensable technical tools of his profession. And yet, for all his gratitude, there are two reasons why he can never fail to be unhappy when he handles these volumes. The first reason of his sadness will be their chronological limitations; Volume I, published in 1927, covered in 839 pages the two thousand years ending with Omar Khayyam; Volume II, published in 1931, covers in 1251 pages, approximately two centuries and closes with the death of Roger Bacon (A.D. 1292). When one contemplates the steady increase of extant literature from the six hundred and forty years that follow, a completion of the work on the same generous scale seems beyond the scope of practicability. Yet it is for precisely these later centuries that the working librarian has the most need of Dr. Sarton's talent in detail and genius in generalization. Now and again it may be necessary for us to locate a lesser medieval writer on the historical chart of scholarship, but we have constant need for similar orientations of later minor writers who are not mentioned in the literary histories because their works were intellectual and not imaginative. The librarian must therefore regret deeply that Dr. Sarton did not, somehow, find a way for beginning his record with modern times and so work backward. Our hope must be that he will inspire a group of followers to adopt his method for more recent and more limited periods.

The second cause for sadness to a library practitioner is Dr. Sarton's utter frankness when he mentions the bibliographies and catalogues that are the pride of our profession. He speaks calmly and dispassionately of our efforts, and yet he does not soften the sentence: he finds enumerative and descriptive lists in any subject area of no value unless they have been prepared by experts in that subject; bibliographical skill can never, in his opinion, take the place of specialized knowledge. Exhaustiveness, he points out, is a vice rather than a virtue. Some of his harder sayings might well be pondered by those of us who rush in light-heartedly where bibliographical angels move with caution.

PIERCE BUTLER

GRADUATE LIBRARY SCHOOL
UNIVERSITY OF CHICAGO

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Edited by
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